

Transformations

IN NURSING & HEALTH

Spring 2012

The Ohio State University
College of Nursing

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**The Ohio State University
College of Nursing**

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SPRING 2012

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DEAN'S MESSAGE

BERNADETTE MAZUREK MELNYK

Transformation and innovation

Just seven months after arriving at Ohio State, Bern Melnyk is leading the College of Nursing while pursuing a dream: creating the healthiest university on the globe

What can we do in the next three to five years if we know that we cannot fail?

This question is the one that I have been consistently asking our faculty, staff and students since I arrived at Buckeye Nation last fall. Every successful endeavor starts with a dream of knowing where you want to go and what it is that you want to accomplish.

Last September we embarked on a journey to create

an exciting new vision and goals for our college and have crafted one of the most exciting strategic plans for a college of nursing.

Our vision is to be the world's preeminent college known for accomplishing what is considered impossible through its transformational leadership and innovation in nursing and health, evidence-based practice and unsurpassed wellness. This vision requires innovation, risk-taking, talent, an incredible team spirit and unsurpassed commitment to succeed. We have



all of these essential qualities here at Ohio State—it is a dynamic place where dreams can become reality.

I have had countless numbers of people ask me why I chose to leave Arizona for Columbus. My response is simply, “endless opportunities for extraordinary impact.” Who would not want to be part of this great organization: the largest health sciences campus in the nation with seven health sciences colleges that exude transdisciplinary collaboration, the #1 ranked university president in E. Gordon Gee—who is a leader of the highest caliber—our top-ranked medical center, the phenomenal faculty, staff and students at our college, the best alumni in the country, outstanding community collaborators, and the unparalleled Buckeye spirit.

In addition, the incredible opportunity to be the first university chief wellness officer in the country and to work collaboratively across campus to create the healthiest university on the globe at a time when the nation is placing such high priority on wellness and prevention was a huge draw.

This college and Ohio State are playing a pivotal leadership role in promoting health and transforming healthcare locally and globally through our research, evidence-based practice and community engagement. We are the first university-wide partner of the Million Hearts™ campaign with a goal to help prevent one million heart attacks and strokes in the next five years (millionhearts.osu.edu).

We have created Buckeye

Wellness Packs that can be used by the larger community to enhance the health and wellness of families. We are collaborating with Johnson & Johnson's Human Performance Institute in launching the nation's first “nurse athlete” and “health athlete” programs to ensure that nurses and other clinicians are at their highest level of wellness and performance so that they can deliver the best evidence-based care.

The Ohio State University and College of Nursing are the most exciting places to be, where impactful transformation happens daily and possibilities are endless. Enjoy reading about our innovative initiatives in this first edition of *Transformations in Nursing & Health* and join us on our exciting new journey.

Warm regards,

*Bernadette Mazurek Melnyk,
PhD, RN, CPNP/PMHNP,
FNAP, FAAN
Dean, College of Nursing
Associate Vice President for
Health Promotion
University Chief Wellness
Officer*

TRANS~ FORMING HEALTH,

With a new dean, a new strategic vision and era for the College of Nursing are launched

By Raquelle Echelberger

When an Ohio State University search committee interviewed Bernadette Mazurek Melnyk for the deanship of the College of Nursing, it was immediately apparent she knew what she was talking about: 25 years as a pediatric and psychiatric nurse practitioner, leading expert in evidence-based practice, more than 180 publications, \$19 million in sponsored research and educational funding, fellowship in the American Academy of Nursing, membership on both the United States Preventive Services Task Force and the National Quality Forum Behavioral Health Steering Committee. After arriving in Columbus in the fall to officially lead nursing and wellness at Ohio State, it became obvious Melnyk not only talks the talk, but walks the walk—literally.

Dean since last September, Melnyk

can sometimes be seen busting out of the doors of Newton Hall with faculty, staff and students in tow, all setting off for a short hike to improve their physical and mental fitness. No matter that Ohio's weather is temperamental as a three-year-old child. No matter that Melnyk's last position was in the balmy state of Arizona. Not even a brisk 42-degree afternoon in early December stops Melnyk from cutting off an interview, strapping on a coat, gathering everyone up and hitting the pavement.

Fitness fanatic? No. Wellness advocate? Most definitely. In addition to her role as dean of the nursing college, Melnyk is taking her additional role of associate vice president for health promotion and university chief wellness officer seriously. And it is within those combined positions that Melnyk hopes to transform Ohio State's nursing program in particular and entire campus as a whole.

Researcher in the making

"I just don't think small," says Melnyk, a western Pennsylvania native. "I think if you really believe in your dreams, you're going to achieve them."

From a very young age, Melnyk's dreams focused around nursing and in helping children in particular. "One out of every four children and teens experience a mental health issue," she says. "Yet, less than 25 percent of them get any treatment at all."

Melnyk knows all too personally the impact of that lack of treatment. When she was 15 years old, her mother died suddenly at home with only Melnyk there to help. "It was very traumatic," she recalls.

Then, within a few short years, a cousin that she thought of as a brother as well as the only grandparent she ever knew both died, and her father suffered

TRANS~ FORMING LIVES



Dean Bernadette
Mazurek Melnyk

a heart attack. Having few resources at her disposal, Melnyk says she suffered alone from what would surely be diagnosed today as post-traumatic stress disorder.

"During my high school years and through that rough period of time, all I did was dream about becoming a nurse so that I could help folks through rough times like I had lived through and give them hope for the future," Melnyk writes in a personal history.

With the help of her father, who lived for nine years after his heart attack, Melnyk indeed went on to earn a bachelor's degree from West Virginia University, a master's degree with a pediatric nurse practitioner specialization from the University of Pittsburgh, and a doctorate in clinical research from the University of Rochester. She also has a post-master's certificate as a psychiatric mental health nurse practitioner.

Before coming to Ohio State, Melnyk most recently served as dean and distinguished foundation professor of nursing at Arizona State University's College of Nursing and Health Innovation. A fellow of the American Academy of Nursing and the National Academies of Practice, Melnyk has been recognized twice as an Edge Runner by the nursing academy, once for founding the National Association of Pediatric Nurse Practitioner's KySS (Keep your children/yourself Safe and Secure) mental health initiative, and the second for her COPE (Creating Opportunities for Parent Empowerment) program, aimed at reducing parent stress and depression as well as reducing patient lengths of stay and improving outcomes for premature babies.

In 2011, Melnyk was elected into the International Nurse Researcher Hall of Fame, received the Distinguished Research Lecturer Award from the Western Institute of Nursing and was given the National Institutes of Health/National Institute of Nursing Research first Director's Lectureship Award. She also has two years left on an NIH grant testing the effectiveness of her COPE TEEN Healthy Lifestyles Intervention Program with nearly 800 Arizona adolescents.

"We need to do so

Photograph by Alan Genio, Raiphoto Studio

The college's new mission, vision, and core goals

Shortly after her arrival as dean, Bernadette Melnyk convened a new leadership team in the college called the College-Wide Leadership & Innovation Team. An early task for the faculty and staff was to establish a new vision, mission, core goals and core values for the college.

Our vision

The Ohio State University College of Nursing is the world's preeminent college known for accomplishing what is considered impossible through its transformational leadership and innovation in nursing and health, evidence-based practice and unsurpassed wellness.

Our mission

We exist to revolutionize healthcare and promote the highest levels of wellness in diverse individuals and communities throughout the nation and globe through innovative and transformational education, research and evidence-based clinical practice.

Our core goals

Produce the highest caliber of nurses, leaders and health professionals equipped to effectively promote health, impact policy and transform healthcare across culturally diverse individuals, groups and communities.

Transform healthcare to positively impact and sustain wellness through transdisciplinary and innovative education, research and evidence-based clinical practice.

Ensure that all students, faculty, and staff engage in healthy lifestyle behaviors and promote the highest levels of wellness in diverse individuals, groups and communities.

Foster collaborative, entrepreneurial initiatives with local, national and international partners to improve healthcare and health outcomes.

Support faculty, staff and students to achieve their highest career aspirations by sustaining a positive and extraordinary culture of wellness and excellence to the point where everyone wants to come here to teach, conduct research, practice and to learn.

Our core values

Excellence
Curiosity and intellectual rigor
Openness, trust and respect
Empathy and compassion
Transformational and innovation leadership

Collaboration and authenticity
Integrity and personal accountability
Diversity in people and ideas
Personal and professional wellness

concludes Melnyk, co-editor of *Evidence-Based Practice in Nursing and Healthcare: A Guide to Best Practice and Implementing Evidence-Based Practice for Nurses: Real Life Success Stories*.

It's in that second book that Melnyk recalls the story that fueled her passion for evidence-based practice. During a "dream Australian vacation," Melnyk says her daughter Kaylin found herself in a hospital with a ruptured appendix, peritonitis and pelvic sepsis. Melnyk knew what was wrong, but hospital personnel disagreed and did not listen to her expertise. Melnyk pushed forward.

"I knew what the evidence said," she now emotionally remembers, "and I truly believe that if I hadn't been there, she would have died." [See *"The ABCs of EBP,"* page 19]

The idea of evidence-based practice won't be totally new to the nursing faculty at Ohio State, but Melnyk's fervor over it likely will be. "They are doing it well, and we will be ramping it up even more," Melnyk says.

That should lead to better outcomes at OSU Health Systems: fewer hospital-borne infections, lower mortality rates and less consultation from surgery and treatment, says Susan Brown, chief nursing officer at the Comprehensive Cancer Center—James Cancer Hospital and Solove Research Institute. "Good, effective care is cheaper," she says.

Mary Nash, the health system's chief nursing executive and assistant dean in the college, says evidence-based practice will be more of a "package" under Melnyk. "She has a unique way of helping people understand how to use it in their organization," Nash says.

"She truly gets it," Brown agrees, adding that Melnyk brings a "tremendous skill set and knowledge" of evidence-based practice. "It will drastically change how we practice and how we do what we do every day."

Not that evidence-based practice is always popular. From November 2007 until December, 2011, Melnyk served as one of only two nurse practitioners on the 16-member United States Preventive Services Task Force (USPSTF), a group that has released several controversial

much more," Melnyk says of helping young people.

Evidence-based approach

For Melnyk, research and practice focus on a population and evidence-based approach, a paradigm that really didn't gain traction in the nursing field until the late 1990s, and then with much skepticism.

"It's a problem-solving approach to clinical practice...that integrates the best evidence from the well designed studies with a clinician's expertise and a patient's values and preferences," she elucidates. "It's all about impact. It's all about outcomes."

Evidence-based strategies reject the "that's the way we've always done it" idea. "That's not how to deliver the best care,"



Bern Melnyk was warmly greeted by students wearing "Bern for Dean" t-shirts on an interview visit to Newton Hall last year.

evidence-based recommendations. In November 2009, it recommended biennial, instead of annual, mammograms for most women beginning at age 50, instead of 40. In 2010, they suggested the balance between benefit and harm could not be determined for prostate cancer screenings for men younger than 75, and recommended against the screenings for men older than 75.

"Beliefs and emotions are not always consistent with what the evidence supports," Melnyk says, defending the task force's recommendations.

Popular or not, Melnyk says she stands by the task force's process and findings. "I've learned a lot by serving on the (USPSTF)," she says. "It's been one of the greatest highlights of my career."

From Sun Devil to Buckeye

Melnyk was not actively looking to leave ASU when an Ohio State recruiter called about a year ago. "I told her I was not interested in a lateral move," Melnyk recalls, assuming the call might end there. "But if they would combine the deanship with a university-level role, I would consider it."

And consider it the university did. "Everybody was excited about this dual

role," Melnyk says. She knew she could share the wellness table with newly appointed vice president of care coordination and health promotion, Larry Lewellen. And with her youngest daughter, Kaylin, about to finish her last year of high school, the time was right for a

"Beliefs and emotions are not always consistent with what the evidence supports."

move from the Grand Canyon State to the Buckeye State.

"We had to pry her out of the warmth," President E. Gordon Gee says.

That's not entirely true. With or without dual roles, and with or without warm weather, Ohio State has long acted as a mecca to health professionals, drawing—calling, some might say—some of the country's top medical and healthcare types. After all, the university has the largest health sciences campus in the country, with seven health-related colleges, and a world-class academic medi-

cal center and cancer hospital. ASU, by contrast, has no academic medical center.

For Melnyk, the draw of interprofessional education and research was enticing. "I will have endless opportunities to make an impact here," she says. "I am excited to be here."

Others are excited, too. "She's an incredibly enthusiastic member of our community," Gee says.

Provost and Executive Vice President Joseph Alutto says Melnyk has "a creativity, an energy level and the ability to work with a variety of people."

And everyone is hoping that will lead to a closer bond between the College of Nursing and OSU Health Systems. Nash says her nursing staff has wanted a more solid relationship with the nursing college for some time. "We have a true clinical partner in Bern," Nash says.

"She is driven to form partnerships—and not just common discussions, but true action together," says Lewellen. "She'll be a big part of creating structures and projects that will be co-owned between the medical center and the College of Nursing. The partnership is definitely going to zoom to a very different level."

Words like collaborative, open-

Creating a culture for wellness at Ohio State

You can say a lot of things about Dean Bernadette Mazurek Melnyk, but one thing you can't say is that she thinks small. She's serious when she says she plans to make Ohio State "the healthiest university on the globe"—yes, *this* Ohio State—one of the largest and most complex universities in the country.

"I plan to promote health and wellness to the point that it will draw in folks from across the university to develop, test and implement evidence-based interventions to promote the highest level of health and wellness of all university members as well as the community," Melnyk says.

In addition to leading the College of Nursing, Melnyk took on the pioneering title of associate vice president for health promotion and university chief wellness officer (CWO) when she became a Buckeye last September. She is believed to be the first CWO at an American university.

Why wellness?

Wellness is nothing new to corporations—think Nationwide, Cardinal Health, Worthington Industries. They've been focusing on employee health for some time, all under the premise that healthier employees have higher productivity and satisfaction as well as fewer injuries.

Indeed, evidence has shown that for every \$1 spent on prevention, \$4 can be saved. "It is well worth it. Your people are more happy and productive," Melnyk says. "It is not an expense with health and wellness. It's an investment."

But is it a wise investment with educational budgets now stretched as tight as they've been in recent memory?

Absolutely, Melnyk says, because chronic illness, mental health issues and obesity are at all-time highs and behaviors top off the list of killers in America. "There has never been a more urgent need to devise innovative solutions to these major public health problems," she says. "With stress at an all-time high, it's the perfect time and opportunity for change."

Mary Nash, chief nursing executive at OSU Health Systems, notes there is "very specific evidence that suggests for organizations that help their employees stay well, the outcome is greater productivity." When lifestyles are changed, "it really is beneficial," she says.

Susan Brown, chief nursing officer at the OSU Comprehensive Cancer Center (CCC)—James Cancer Hospital and

Solove Research Institute, says the addition of a chief wellness officer at Ohio State will help facilitate that job. "I'm hoping there will be lots of good things that come out of this," she says, adding one of the first will come in early 2012 when the James begins collaboration with the College of Nursing to develop a wellness clinic focusing on cancer risk and prevention.

Why nursing?

It's no surprise to see Melnyk team up with fellow nurses Brown and Nash to kick off some of her health and wellness plans. In fact, Melnyk sees her CWO role as a chance "to also raise nursing's visibility in the university and community."

"This says a lot about nursing and our role in health and wellness," Melnyk says. "Nurses promote the highest level of health regardless of the status of the health you are in."

University President E. Gordon Gee says he expects college leaders to move beyond the walls of their respective colleges to make whole university contributions, and Melnyk will bring to the university's wellness plan, "creativity and a long-standing commitment and ability to get people to focus on the right things," Gee says.

Joseph Alutto, executive vice president and provost, says combining the nursing college deanship with the CWO position was "a natural fit for our institution." He believes Melnyk will provide "consistent direction" for university health and wellness programs.

Consistent direction and then some. Melnyk's extensive background as a pediatric and mental health nurse practitioner and her volumes of intervention research, as well as her status as a worldwide expert in evidence-based practice, make her more than qualified for the job.

"She brings the national stature in evidence-based wellness," says Larry Lewellen, former university vice president of human resources and now vice president of care coordination and health promotion at the OSU Medical Center. "Bern is the perfect vehicle as a leader with this national reputation."

Melnyk knows creating a slew of wellness ambassadors at Ohio State won't happen overnight, but she points to cognitive behavioral research that says with the right tools, it can happen. "If they cognitively believe they can do it, they'll do



Dean Bern Melnyk leads a Wellness Walk from Newton Hall, capturing students from a late afternoon class, as well as some faculty and staff.

it," she says of Buckeye faculty, staff and students.

"I think this could have a tremendous impact on wellness within the James," Brown says. A "nurse athlete training program" being touted by Melnyk won't turn Brown's entire staff into marathon runners, but it will "help each nurse become more well—physically, mentally and spiritually. It should have a great impact on reducing nurse burnout."

Nash is looking for the same result across the entire health system, saying the program should provide a "very practical way of being healthy."

This is especially important in Nash's intensive care units, where Melnyk is helping foster a "decompression" program for stressed nurses. "Stress is very bad for the body," Nash says. "Stress really is a killer."

"Some of the most unhealthy people work in healthcare," Nash concludes. "We're good at taking care of others, but not ourselves."

Why Ohio State?

Lewellen and Melnyk formed the idea of the "healthiest university on the globe" together: "We share those large aspirations," he says. But does such a lofty health and wellness goal really fit into Ohio State's mission?

Most definitely, say university leaders. "We will find a way to make it real," Lewellen says.

"Health and wellness has become a huge priority to the university," adds Lewellen, who sees Ohio State as an early pioneer in helping to create assessment and designation criteria for other universities. "OSU is really moving to energize quickly as a national leader."

Alutto says Melnyk's appointment "reaffirms a commit-

ment that we're a world-class institution."

Gee says expanding wellness in a more meaningful way is just good for the university. "Universities need to be human valuing, not just human resources," he says.

Not that Ohio State hasn't already been doing this. In fact, *Men's Fitness* magazine just named OSU the fittest university in the country in a ranking that judged student fitness opportunities among colleges with the largest enrollments.

"We are truly leading the way," Gee says.

Nash says Melnyk, who the nursing executive describes as "very knowledgeable and very emotionally driven about what she can do to help," will serve as a clinical partner for Lewellen in creating a wellness council that targets various populations around the university.

Lewellen says the CWO appointment is a "big statement" for Ohio State, but it's also a continuation of a race the university has been running for some time.

"Health and wellness is not only going to be a part of the faculty and staff, it will be part of a larger business in how we approach healthcare reform," he says. "Health and wellness will now be seen as extremely important."

Melnyk agrees the university had been doing a great job of addressing issues of health and wellness across faculty, staff and students and she welcomes the chance to propel innovative strategic initiatives even further and faster in partnership with Lewellen and Javuane Adams-Gaston, vice president of student life. With the outstanding team that exists at Ohio State, including the medical center, a one university-wide approach to health and wellness will no doubt produce great health and wellness outcomes for everyone. Under Melnyk, it's time to sprint, so put on your running shoes.

mindful and team player are not uncommon when describing Melnyk. "She has been a magnificent addition in a short of period of time," Gee says.

"She is always asking, 'how can we do more? How can we build?'" Brown says. "With Bern's arrival, we are looking

at developing the relationship between the James and the College of Nursing in a much more thoughtful and big way."

Melnyk doesn't deny an already deep sense of collaboration with the university's medical community. And that couldn't please her more, she says, as she

tackles her mission of bringing the nursing college "into the forefront of health and healthcare."

College transformation

Melnyk is as serious about her goals as

dean of the College of Nursing as she is about her plans as the university's chief wellness officer. (See "Creating a culture for wellness")

"Nursing truly is responsible for the health of people, and we really improve their lives," Melnyk says. Hence, the new

slogan greeting folks entering Newton Hall—"Transforming health, Transforming lives." Under Melnyk, they'll be a strong emphasis among the college's students, faculty and staff to integrate health and wellness and to treat the whole person.

"She has a very strong action bias," Lewellen says. After developing ideas, there's no waiting for Melnyk: "Moving fast is what she is known for," he says.

Certainly, Melnyk is known in some circles for shaking things up, and it's not a trait she denies. "I'm a big dreamer," she



David Hrabec, associate professor of clinical nursing and executive director, Academic Innovations and Partnerships (left), and Bern Melnyk led a Health Athlete course (see page 18) in March. Joining them in O-H-I-O were Major Chad Furne, assistant professor and Lieutenant Colonel Michael Lear, professor, both of the Department of Military Science, who participated in the program.

says. “I’m persistent, really believing I can get it to happen.”

At ASU under Melnyk’s seven-year watch, the faculty grew from 42 to 120 and went from no ranking in NIH funding to 11th in the nation. “It comes with a lot of sweat equity,” she explains.

Lewellen points to Melnyk’s strong research credentials when saying he believes the nursing college under Melnyk will become a true partner with the medical center. And that, he says, will lead to a rise in the national reputation of the college: “There’s no question about that.”

Brown predicts the new dean will get the faculty and research dollars needed in order to see a “significant rise” in the nursing college’s reputation. Whether it’s the number of faculty, the amount of research dollars or the number of publications, “Very quickly, we’ll see all those metrics rise,” she says.

Indeed, Melnyk confirms it is her intention to “differentiate The Ohio State University College of Nursing from other nursing colleges in the country.” *U.S. News & World Report* currently ranks Ohio State’s graduate nursing program 32nd in the country, tied with three other programs, including Melnyk’s alma mater and employer from 1992 to 2004, the

University of Rochester.

Plan on seeing that ranking improve. “Bern’s arrival is a signal to the national community that we are very serious about taking nursing to a new level,” Gee says. And everyone agrees new programming will be part of that new level.

“I think that she has big energy and innovation. She’s full of ideas that are really new to us,” Nash says. “She’s a confident, energized executive.”

In addition to wellness initiatives, Melnyk and the faculty, in partnership with the Wexner Medical Center and The James Cancer Hospital have just created a new center for transdisciplinary evidence-based practice, an immersion style center where health professionals from all over the world can visit for short periods of time to learn, which Nash calls “very exciting.” Then, there are plans for formalized joint appointments between the nursing college and OSU Health Systems—much like the medical college has—providing staff opportunities to conduct research and teach as well as a clinical outlet for college faculty.

Brown says Melnyk’s innovative attitude is especially thrilling at the James: “Bern feels very strongly, as do I, that we should be the national leader in oncology nursing education.” This will mean devel-

opment of a strong oncology curriculum at the master’s and doctoral levels.

Then, there are plans for advanced executive degrees to compliment the range of clinical degrees already available as well as increased marketing of the school’s online bachelor’s program.

“She’s such an open dean. She’s so willing to give of herself,” Nash says of Melnyk. “She’s open to a lot of relationships that were not there in the past.”

When interviewing, Melnyk told the search committee that if its members weren’t ready for “rapid change,” they weren’t ready for her. In the end, they decided they were ready.

“She has a courage and commitment for the things she believes,” committee member Nash says. “I really think she is going to transform a big part of our university.”

“I have tremendous optimism in her ability to build the College of Nursing and help with broadening the health and wellness agenda of the entire university,” Provost Alutto adds.

President Gee calls the nabbing of Melnyk a “royal-class coupe” for the university: “She can light a whole city.” ■

Raquelle L. Echelberger is a Columbus freelance writer.

Evidence-based practice, health promotion

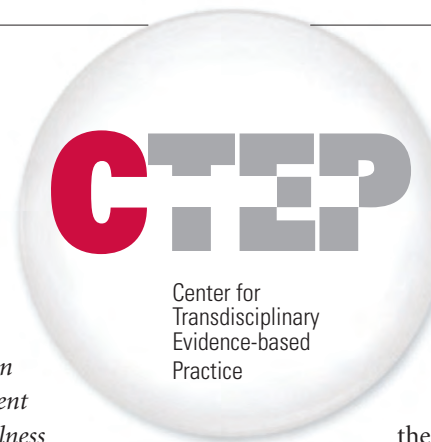
New centers established in the College of Nursing

The Center for Transdisciplinary Evidence-based Practice and the Center for Promoting Health in Infants, Children, Adolescents, and Women reflect new directions of nursing practice and health

By Sandra Gurvis

Inset: Promotional pin for CTEP

Two new centers at The Ohio State University College of Nursing aim to alter the face of nursing and possibly even healthcare. While the focus of each differs, “the goal of both is to become internationally renowned as centers of excellence,” remarks Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN, dean of the College of Nursing, associate vice president for health promotion, and university chief wellness officer.



Spearheading the inevitable

Traditional practices are about to change very quickly. The Institute of Medicine (IOM) has set a goal that by 2020, 90 percent of all healthcare decisions in the US will be evidence based, “but the reality is that EBP is still only used about 15 to 20 percent of the time,” says Gallagher-Ford. And while some

insurers have instituted pay-for-performance programs that offer incentives to follow evidence-based guidelines—even Medicare withholds reimbursement for evidence-supported hospital-acquired preventable injuries or infection—intrinsic motivators are far more successful in facilitating a change in behavior.

Although studies have shown that utilizing evidence and research in practice leads to better-quality care, improved patient outcomes, reduced costs, and greater nurse satisfaction, CTEP faces major challenges when it comes to actual adoption and application. “There are a lot of barriers,” Gallagher-Ford admits. “People will say they don’t have time to read the literature, they don’t know how to evaluate the quality of the research nor do they have any idea of what constitutes a ‘good’ study.” Lack of EBP mentor experts and administrative support are other areas of concern. There is also the matter of giving weight to experience being the best teacher, also a critical component: “If someone has done something a certain way for 30 years, and it turns out to be effective and decreases the patient’s length of stay, then that should also be considered, shared, and included in the decision-making.”

For example, nurses working in a stroke unit “become very proficient in taking care of certain types of patients,” she observes. Along with avoiding stagnancy and complacency, the issue then would be motivating them to initiate an inquiry and

The Center for Transdisciplinary Evidence-based Practice (CTEP) will concentrate on assisting clinicians, faculty, and healthcare systems in implementing and sustaining evidence-based practice to improve the quality of care. The Center for Promoting Health in Infants, Children, Adolescents, and Women (PHICAW) will work to improve health outcomes in these high-risk populations (see sidebar).

These centers mark the start of a strategy by the college to “not only build on a base of knowledge and innovation but, in doing so, attract the best and brightest researchers, faculty, and students,” observes Lynn Gallagher-Ford, RN, MSN, and director of CTEP.

The basis for CTEP and to some extent, PHICAW, is research and evidence-based practice (EBP), a problem-solving approach to healthcare delivery that integrates the best evidence from well-designed studies and patient care data and combines it with patient preferences, values, and nurse expertise. A seven-step process, EBP consists of three components: the research evidence, clinician expertise, and patient preferences.

“For years, people provided a certain type of care because ‘that’s the way we’ve always done it’ or they were too busy taking care of patients to learn new techniques,” says Gallagher-Ford. “Time is a huge constraint in modern healthcare.”

review the literature as to best practices on a regular basis. When this does occur, Gallagher-Ford says sometimes it validates what they are doing, other times they have to tweak things, or they may end up changing the procedure entirely.

One step at a time

Gallagher-Ford points to the importance of the centers being located in a learning environment, “one that supports all components of evidence-based practice as well as collaboration, research, and application.” She speaks from personal experience: A nursing administrator for almost 30 years, most recently at Shore Memorial Hospital in Somers Point, New Jersey, she is pursuing a PhD in nursing at Widener University in Chester, PA. “I had been doing EBP for years in working with nurses and patients, but didn’t have a name for it. When I saw that it was an actual area of expertise, it was as if a light had been turned on in my head.”

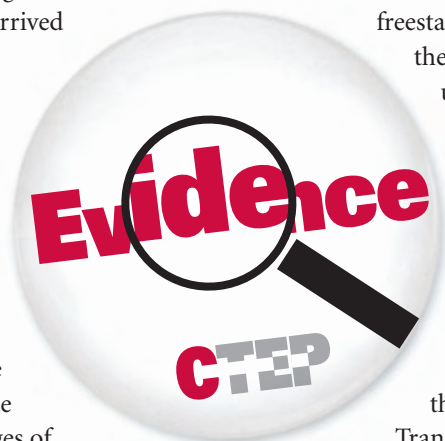
Melnyk’s book, *Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice*, written with Ellen Fineout-Overholt, “put into words and provided

a model and tools for what I hoped to accomplish,” says Gallagher-Ford. It also inspired her own writings, teachings, and collaborations. In 2010, Gallagher-Ford, who had spent most of her professional life in New Jersey, was tapped by Melnyk to be assistant director of the Arizona State University Center for the Advancement of Evidence-based Practice. “We did some great initial work in developing and teaching EBP.”

Ohio State, however, represents a much broader stage for Gallagher-Ford, who arrived in 2011 to head up CTEP. The Columbus campus—boasting seven health sciences colleges and a major academic medical center—has dozens of specialties in the College of Medicine as well as the colleges of Nursing, Dentistry, Optometry, Pharmacy, Public Health, and Veterinary Medicine. Additionally, the

School of Health and Rehabilitation Sciences offers degrees in fields as diverse as athletic training, health information and management systems, medical technology, radiologic sciences and therapy, and others. The many offerings of the Health Sciences Library include collaborative spaces, reference materials and services, electronic and print resources, and a network of affiliated libraries and knowledge centers.

Among the six hospitals in Ohio State’s Wexner Medical Center is the Arthur G. James Cancer Hospital and Richard J. Solove Research Institute. In the process of a \$1.1 billion expansion, it is one of only 39 National Cancer Institute-designated Comprehensive Cancer Centers in the US and the only freestanding cancer hospital in the Midwest. Along with a unified physician practice and a network of primary and specialty care practices, the Medical Center also has 20 core laboratories and more than a dozen research centers and institutes, including the Center for Clinical and Translational Science, a single professional home and supporting infrastructure for OSU investigators involved in clinical and translational



The Center for Transdisciplinary Evidence-based Practice (CTEP) held its first “immersion” workshop in April, which drew participants from across the country.

The ABCs of EBP

It’s every healthcare professional’s nightmare: An eight-year-old child arrives at the hospital with severe abdominal pain, resulting from a burst appendix. Multiply the dilemma a thousand fold if this is your own child.

During a family trip to the Australian outback, Bernadette Melnyk and her husband John’s daughter Kaylin was suffering from appendicitis. While Melnyk immediately knew what the problem was, no one would listen to her at the public hospital there, despite the fact that Kaylin’s condition was growing progressively worse and she was showing signs of infection. “I was a former pediatric intensive care nurse and was keenly aware of the early symptoms of sepsis,” Melnyk recalls.

Through sheer determination and persistence, Melnyk eventually got a consult with a private surgeon. “After evaluating Kaylin, he told us he needed to get her to the [operating room] immediately. We breathed a sigh of relief. After more than a day of pleading with multiple physicians and asking for the evidence behind decisions that were being made, we finally had someone engaged in evidence-based decision-making.” After nearly four weeks in Australia, Kaylin recovered sufficiently to finally make it home.

While there are few stronger arguments for EBP than the alleviation of a child’s suffering, most uses are found in everyday practice and follow certain processes, starting with:

Step Zero: Cultivate a spirit of inquiry. “Every day, nurses perform interventions—for example, administering medication, positioning, and so on—that should stimulate questions” to lay the groundwork for EBP, states Melnyk. This spirit of inquiry is essential for the next six steps:

Step 1: Ask clinical questions in PICOT format. Inquiries in the PICOT format take into account patient population of interest (P), intervention or area of interest (I), comparison intervention or group (C), outcome (O), and time (T).

Step 2: Search for the best evidence. PICOT greatly streamlines the search for evidence and helps identify key words or phrases that, when entered successively and then combined, expedite the location of relevant articles in massive research databases such as MEDLINE or CINAHL.

Step 3: Critically appraise the evidence. Once articles are selected for review, they must be rapidly appraised to determine which are most relevant, valid, reliable, and applicable to the clinical question. “One reason clinicians worry that they don’t have time to implement EBP is that many have been taught a laborious critiquing process, observes CTEP director Lynn Gallagher-Ford.

Rapid critical appraisal pares it down to three questions that will help practitioners locate the “keeper studies:”

- Are the results of the study valid?
- What are the results and are they important?
- Will the results help me care for my patients?

After appraising each study, practitioners need to synthesize the information to determine if they come to similar conclusions, thus supporting an EBP decision or change.

Step 4: Integrate the evidence with clinical expertise and patient preferences and values. Research evidence alone is insufficient in justifying a change in practice. Clinical expertise, based on patient assessments, laboratory data, and data from outcomes management programs, as well as patients’ preferences and values are also important components.

Step 5: Evaluate the outcomes of the practice decisions or changes based on evidence. After implementing EBP, monitor and evaluate any changes in outcomes so that positive effects can be supported and negative ones remedied. Just because an intervention was effective in a rigorously controlled trial doesn’t mean it will work exactly the same way in the clinical setting.

Step 6: Disseminate EBP results. “Clinicians can achieve wonderful outcomes for their patients through EBP, but often fail to share their experiences with colleagues and their own or other healthcare organizations,” remarks Gallagher-Ford.

“When healthcare organizations adopt EBP as the standard for clinical decision making, these steps naturally fall into place,” observes Melnyk.

Adapted from “The Seven Steps of Evidence-Based Practice,” The American Journal of Nursing (January 2010)110: 1, 53. Bernadette Mazurek Melnyk, Ellen Fineout-Overholt, et al.

research activities and a potential gold mine of information.

Navigating this administrative Rubik’s Cube will be accomplished by identifying and cultivating effective relationships with key stakeholders at both Ohio State and the medical center, as well as discovering strengths and opportunities for EBP integration. A transdisciplinary EBP strategic plan will then will be integrated into Ohio State’s health sciences

colleges via faculty, curriculum, and program development and at the medical center through leadership, mentors, councils, and transdisciplinary teams. Gallagher-Ford also plans on teaming up with the Health Sciences Library, “a huge resource that can help teach people how to effectively utilize databases in a time-efficient manner. Our goal is to dovetail, rather than duplicate.”

The first and most obvious point

of entry would be at the undergraduate level, as well as the master’s and doctorate programs. “Undergraduates are new learners, so going forward, EBP will be a part of their professional DNA. The EBP skill set will also be integrated into the curricula of advanced degrees,” Gallagher-Ford continues. But the biggest challenge remains with existing healthcare workers. “Nurses and physicians feel very strongly about what they know. So

An early look

Center for Promoting Health in Infants, Children, Adolescents, and Women

The Center for Promoting Health in Infants, Children, Adolescents, and Women (PHICAW), “will work towards health promotion and develop interventions to improve outcomes in the high-risk populations” that it serves, remarks Bernadette Melnyk, dean of the College of Nursing.

While a number of college faculty, as well as partners from Ohio State and the community, such as Nationwide Children’s Hospital, are already on board, “getting funding for the most current and patient-relevant research and leveraging those results to build broader practice initiatives can be a complex process,” observes Kimberly Arcoleo, PhD, MPH, director of PHICAW and associate professor at the College of Nursing.

Pulling together and disseminating information from a wide variety of studies is another large task. For instance, Arcoleo’s own research focuses on the asthma disparities in children among various ethnic groups in different geographical locations, while other PHICAW investigators



Dr. Kimberly Arcoleo, PHICAW director

are concentrating on preventing childhood obesity, smoking cessation, and avoidance of sexually transmitted infections (STIs) and inflammation in pregnancy.

Arcoleo, whose background is in clinical research, public health, and health services research, was recruited from Arizona State University, where she was associate professor at the College of Nursing and Health Innovation and director of the master’s program in Clinical Research Management. “We provide an administrative structure that draws from not only our partners but will also be used to support both pre- and post-doctoral fellows who will become scholarly experts,” the fellowship program being a new undertaking at the college.

In conjunction with its various projects and partners, PHICAW will also develop metrics that measure outcomes, support dissemination of research through publications and presentations, facilitate grants, and expand its outreach into the community. PHICAW will be collaborating with CTEP to make sure that research findings inform clinical practice in a methodical and timely manner.

“While we have an emphasis on populations in Central and Southeast Ohio, we also want to conduct trans-disciplinary research to improve health and wellness outcomes across the globe,” says Arcoleo.



Lynn Gallagher-Ford, CTEP director

we have to be careful not to devalue that experience.”

Starting at ground zero

In order to accomplish widespread acceptance of EBP, one needs to ignite what Melnyk calls “the spirit of inquiry, an ongoing curiosity about the best evidence to guide clinical decision-making. When a nurse or other healthcare professional possesses this spirit of inquiry, he or she can routinely ask questions about clinical practice while care is being delivered.”

While inquiring minds are the first step towards EBP, they are also essential to the long-term success of CTEP. In the next year or so, the plan is to have at least two collaborating centers of evidence-based organizations in the US, with several more by 2015. Additional strategies include affiliations with other countries as well as key organizations such as the National Institutes of Health, the Centers for Medicare and Medicaid Services, the Joint Commission, and many others. National certification for EBP and the creation of a full-week immersion program for practitioners to “train the trainers,” are also on the drawing board, as well as working towards development of a state, local, and national EBP healthcare policy.

CTEP “is like the hub on a wheel,” sums up Gallagher-Ford. “We start with an academic center and move outwards.” ■

Sandra Gurvis is a Columbus-based writer and author who writes frequently about Ohio State.

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After a combined 65 years of teaching excellence, two educators to retire from the College of Nursing

Edna Menke and Linda Bernhard ponder legacies, offer lessons

By Kathryn Kelley

The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter the house of wisdom, rather leads you to the threshold of your own minds.

Kahlil Gibran, *The Prophet*
(print hanging in Edna Menke's office)

At the threshold of retirement, Edna Menke, PhD, RN, and Linda Bernhard, PhD, RN, both associate professors at the College of Nursing, have ushered in thousands of students, instruction hours, and pages of scholarship. They offer some insights into their respective tenures, some advice for up-and-coming students and faculty, and some ideas into their post-retirement pursuits.

Edna Menke

Edna Menke disclosed that if she had been told she would work at the college for 40 years, she wouldn't have believed them. New challenges and new projects were always around the corner, as she became involved in the doctoral program as project director in 1985 and served as associate dean of the college from 1987 to 1995. She was one of the first faculty members to get involved with online learning. Her research has focused on children and families, siblings of children with chronic illness, hospitalized children's perception of stress, transitions in parenting and homeless children and their mothers. She involved some of her students in these research endeavors.

Menke also became entrenched in the accreditation reports for college programs. Linda Daley, PhD, assistant dean for prelicensure programs and associate professor of clinical nursing, indicated that as undergraduate studies chair,

Menke "was instrumental in writing the report for the Commission on Collegiate Nursing Education self-study report for the Baccalaureate and Master's Programs. Later she was involved with the CCNE self-study report for the Doctor of Nursing Practice.

Grayce Sills, PhD, professor emeritus, is credited by Menke with helping her get started in academia. Menke was the first untenured assistant professor brought on board at the college. Sills hired and played a big role in "resocializing" her into nursing, even co-teaching with her.

Menke has played an active role in the College of Nursing Alumni Society. As former president of the organization, Danette Birkhimer, RN, MS, CNS, OCN, a clinical nurse specialist at the Arthur G. James Cancer Hospital and former clinical instructor at the college, appreciated Menke's institutional knowledge, stating that whether it was an alumni ice cream social or needing student volunteers to be rallied, "She was always there, willing and ready to help out."

When it comes to students, Menke has plenty of advice: "One of the things I'm a very strong advocate of is continuing with your education; just don't think that you get your baccalaureate and then you have to have more clinical experience before beginning graduate studies, as you can do both," said Menke. "The average age for nurses getting their PhDs is still in their 40s. I was out of school a couple of years before graduate studies at Ohio State, but was still in an educational environment. You have to be ready and want to do it."

And for faculty, she urges taking the time to mentor. "I think that mentoring is very important. I had a lot of opportunities working with junior faculty facilitating their projects," said Menke. Daley added, "She is remarkable at editing and provides amazing feedback for faculty articles or student papers."

Asked what she was looking forward to most post-retirement, Menke hesitated. "This will be my first summer that I will have not worked, so I don't know how to act." She does plan to relax, work on her home, travel, and spend more



Dr. Edna Menke



Dr. Linda Bernhard

time with her three grandchildren: Kaelyn, Kylee, and Olivia.

Linda Bernhard

Linda Bernhard thinks about her most recent work as graduate studies chair in both nursing and women's studies as a major accomplishment during her tenure at Ohio State. In 1987 when she started at the college, she was the only person she knew of nationally who had a true 50 percent appointment in both women's studies and nursing, which offered her the opportunity to bring feminist theories to nursing. There still are very few relationships between the two academic entities to date.

She discovered women's studies during her doctoral program at the University of Illinois at Chicago. Bernhard stated, "Women's health was my passion and what I wanted to do was teach nursing, so they were a natural fit for me."

As Diane Sheets, RN, clinical in-

structor at the college, indicated: "Linda has raised awareness about feminism, women's health and gender issues. She has been our go-to person, a consistent voice and advocate for equal rights, and a gentle reminder for inclusion of these topics in each curriculum change or revision."

In addition, Bernhard has focused on lesbian, gay, bisexual, and transgender (LGBT) issues: "What a different world it is for LGBT faculty here; we have more representation now. When I started there was one gay faculty member; we simply didn't talk about it. However, I felt I always had plenty of support."

In the past year, Bernhard has become interested in genealogy and plans to engage in this endeavor more in post-retirement. "I have found that my relatives entered through New Orleans from Germany, so I will go there at some point to do research," she said. She also wants to teach adult literacy and possibly do library research for evidence-based

practice, an emerging need in medicine.

Bernhard also has enjoyed working with recruitment and admissions, since it has offered her the chance to engage students individually. "I enjoy getting them here to the college and excited about what they are capable of doing."

Sheets added, "Linda has mentored our honors students in a very meaningful way. Sophomore honors students speak about her strong and clear guidance. They really like her style and appreciate what she has to offer."

As far as her advice for up-and-coming nurses, Bernhard says, "It's amazing the changes that have happened since I started. Next year, I will attend my 45th nursing school class reunion. Everything is different, from the level of salary and the ethics of care to the technology that is used. Even with all of these changes, nursing at its core remains the same." ■

Kathryn Kelley is chief advancement officer for the College of Nursing.

Creating and sustaining the Nurse athlete

Health professionals can now take advantage of the energy management techniques long employed by professional athletes. A program for nurses is the first step.

By Sandra Gurvis

Nursing can be challenging, even in the best of work environments. And, as the largest sector of the healthcare profession, nurses have a major impact on their patients' lives. Yet many times, their own habits—smoking, overeating, lack of exercise—reflect that of the general population, the direct opposite of the healthy lifestyle, nutritional choices, and self-care emphasized in nursing education they receive to change these habits in others.

Add the ever-increasing demands of the workplace and technology to the massive amount of responsibility, long hours and inadequate staffing inherent in nursing “and the result can be a lack of engagement and team communication,” observes David Hrabec PhD, RN, associate professor of clinical nursing and executive director, Academic Innovations and Partnerships at The Ohio State University College of Nursing.

Far too often, ill health and a classic case of burnout are often major reasons why nurses retire or leave the profession early.

However, nurses are hardly alone. A study of more than 100,000 business people by the Orlando, Florida-based Human Performance Institute (HPI) revealed that 65 percent of the respondents were disengaged from their work, 21 percent in a toxic manner.

“This is particularly concerning when dealing with professions that directly impact peoples' lives, like healthcare workers, the military, and first responders, such as SWAT teams,” adds Scott Cassidy of HPI, which is part of part of the Johnson & Johnson corporation.

Boot camp for the busy

The same solution that works with top-performing athletes and Fortune 500 executives is being introduced to nurses, faculty, and healthcare professionals, first at The Ohio State University,

then with an eye to a domestic and international program for nurses, explains Hrabec. Eventually this innovative program will also serve as a prototype for outreach to other health professionals, including physicians, physical therapists, pharmacists, as well as faculty, staff, and students in other academic settings.

Known as Nurse Athlete Transforming Lives (NATL), the two-day program based on HPI's Corporate Athlete program was developed from 30 years of proprietary research and training with elite performers in the high-stress arenas of business, sports, medicine, and military operations. Designed to help achieve and sustain high performance under pressure, the course combines science, performance technology, and energy management training to focus on defining a participant's ultimate purpose. HPI's background and extensive research in sports science has borne out that reaching what's known as an ideal performance state (IPS) that capitalizes on one's capacity to mobilize energy over a sustained period of time and improve resilience in the face of nonstop stress.

Emotional intelligence factors into the equation as well, what HPI co-founder and performance psychologist Jim Loehr, PhD, has termed “the power of story.” This approach examines the way participants align their public and private stories and then change those stories to transform both business and personal lives.

This boot camp for the busy incorporates assessments of one's life in four spheres: spiritual, mental, emotional, and physical. Participants also fill out a 360 Energy Profile, an in-depth psychosocial report that facilitates the measurement of energy in the four spheres to help participants take stock of their lives.

The workshop also focuses on energy management, nutritional guidelines, and movement coaching—all to improve one's energy for performance. Exercise/workout sessions are sprinkled throughout—resistance and flexibility, interval training, as well as cardio. Blood chemistry and body composition results are reviewed along with specific guidance and practical

strategies as to how participants can incorporate good nutrition and fitness into their daily lives.

The program concludes with a focus on an action plan, “with emphasis on specific methods to develop one or more energy management skills,” explains Hrabec. “Rather than being overwhelmed with too many changes, we work towards cultivating skills one step at a time.” Designing a performance plan, achieving a balance of the various skills, measuring progress against goals, and fostering commitment are also emphasized.

During the jam-packed two days, the sustained high performance pyramid upon which the program is based is reinforced, with the physical dimension building upon the emotional, mental, and spiritual. Several short “recovery breaks”—time for healthy, balanced meals as well as ample opportunities for introspection and mental clarification—are built into the agenda as well, allowing for the connection between personal purpose and daily behaviors that are so vital in managing energy.

“Basically, we teach participants how to train like an elite athlete to strengthen and align energy across all four dimensions: body, heart, mind, and spirit,” states Cassidy. “This multidisciplinary approach helps them become physically energized, emotionally connected, mentally focused and completely aligned with their mission.” Thus nurses and other participants become more productive and effective under pressure by managing their energy more effectively.

The energy management paradox

Nurses facing demanding days with little time for restroom or lunch breaks or family responsibilities at home might wonder how adding more commitments such as frequent exercise, healthy meals, and brief respites during the day would make them more productive and even happier. But outcomes have proven otherwise. The latest HPI data from program participants indicate improved performance and work/life balance (78 percent and 68.2 percent, respectively), higher employee satisfaction (72.6 percent), and better overall health (66.4 percent).

The principles of performance management were first applied to outstanding athletes by HPI co-founder Loehr. In training athletes, “rather than focus on primary skills like swinging a golf club or hitting a serve, we emphasize what might be called supportive or secondary competencies such as endur-

ance, strength, flexibility, and self-control,” states Cassidy. The same holds true for nurse athletes; the self-care activities that so many nurses neglect are emphasized throughout the NATL program.

According to HPI research, effective energy management consists of two key components: rhythmic movement (otherwise known as oscillation) between expenditure of energy (aka stress) and energy renewal/recovery. “The real enemy of high performance is not stress, which, paradoxical as it may seem, is actually the stimulus for growth,” wrote Loehr and co-author Tony Schwartz in the Harvard Business Review. “Rather, the problem is the absence of disciplined, intermittent recovery. Chronic stress without recovery depletes energy reserves, leads



College of Nursing faculty and staff participate in the first Nurse Athlete Transforming Lives session. At right is David Hrabec PhD, RN, associate professor of clinical nursing and executive director, Academic Innovations and Partnerships.

to burnout and breakdown, and ultimately undermines performance.” Rituals promoting oscillation—rhythmic stress and recovery—result in high performance. “Repeated regularly, these highly precise, consciously developed routines become automatic over time,” creating the foundation of the ideal performance state.

If anything, people working in high-stress jobs such as nursing face even greater demands than professional athletes. “Not only must they sustain performance day in and out, but they

have far less downtime, in terms of vacation and the number of hours worked per day,” adds Hrabec. And the careers of most healthcare professionals are far longer than the average athlete, spanning 30 to 40 years.

Leadership by example

With well over three decades' experience as a nurse, consultant, and teacher, Hrabec has a long-standing interest in how to improve RN retention and patient care, receiving grants and awards, publishing papers, and lecturing on related topics. He has devoted much of his career to promoting team communication and stress management practices among nurses and other healthcare professionals. With a background in psychiatric nursing, Hrabec indicates that “what really excites me is seeing how healthcare teams can work much more effectively by communicating clearly and taking better care of themselves and each other.”

In 2011, while still at Arizona State University, Hrabec, along with Bernadette Melnyk, PhD, now dean of the The Ohio State University College of Nursing, associate vice president for health promotion, and university chief wellness officer, attended an HPI Corporate Athlete workshop in San Francisco. “We

Marshaling your energy

“As human beings, energy is the most important resource we have,” observes Scott Cassidy of the Human Performance Institute (HPI). Therefore, “managing energy, not

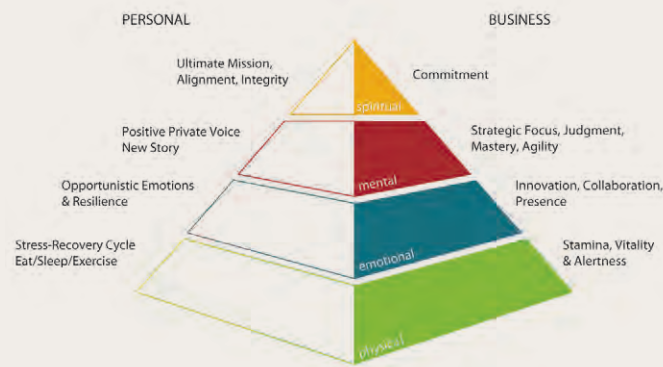
time, is the key to extraordinary results.” HPI recommends incorporating some of the following tips to keep you going, even when life’s challenges increase.

Physical

- Eat breakfast every day
- Never go longer than four hours without food; eat light, eat often
- Eat no more than the equivalent of five handfuls of food per meal
- Ideal meals contain both carbohydrates and protein
- Snacks should be low glycemic
- In order to help maximize energy, stop eating when you feel satisfied, not full
- Drink water regularly throughout the day
- Go to bed and wake up at the same times
- Get 7-8 hours of sleep each night
- Do some form of physical activity daily
- Do at least two strength training workouts per week
- Do at least three cardiovascular interval workouts per week
- Think quality, not quantity, to help maximize your workout
- Some exercise is always better than none at all

Emotional

- Greet each morning with positive emotion and an embracing spirit
- Turn away from the computer and give 100 percent focus when someone enters your office
- Have a “date night” with spouse or partner every other



Saturday evening (or set another specific day)

- Upon arriving home, turn off your cell phone for the first 30 minutes and give 100 percent of your best energy to your family
- Share bedtime stories with children every night
- Call home every night when you are out of town
- Call your parents once a week on a specific day and time

Mental

- Prepare ten affirmations and read them daily
- Strategically disengage every 90-120 minutes throughout the day to help you perform at your best
- Journal for five minutes each evening before going to bed

Spiritual

- Within 30 minutes of waking up, prioritize who and what will get your best energy today
- Invest your full and best energy into the moments that matter most
- At the end of each day, reflect on whether you followed your rules of engagement for the day
- Ask yourself, “Was my behavior today a solid reflection of my core values?”
- Put a new picture of your family or loved ones on your screen saver every month
- Focus your energy on what you do want, rather than what you don’t

started talking with HPI/Johnson & Johnson and knew it had terrific potential for application at the College of Nursing,” Melnyk says. They went through HPI’s intensive train-the-trainer program, with the inaugural NATL program held at Ohio State in December 2011.

Both immediate and long term effects will be evaluated. “We will be using a wide variety of tools to establish benchmarks and measure outcomes,” says Hrabe. These range from the physical (BMI, blood chemistry) to psychosocial measures such as job satisfaction, work environment, health beliefs, and behaviors.

Both Hrabe and Cassidy see NATL as a win-win for nurses,

patients, and the entire healthcare team, both in terms of patient outcomes and the quality of professional and personal lives. “While we can’t always change the externals, we can train to better manage our inner states,” adds Hrabe. The NATL “provides healthcare workers with the tools to take better care of themselves, have more energy, and be better role models,” allowing them greater power in writing their own stories.

For more information, please visit www.nurseathlete.org and www.healthathlete.org. ■

Sandra Gurvis is a Columbus-based writer and author who writes frequently about Ohio State.

Centennial plans begin for College of Nursing

In 2014, The Ohio State University College of Nursing will celebrate 100 years of educating nurse leaders. Alumni and Professors Emeriti Kitty Kisker, BSN ’66, MS ’67 and Carol Kennedy Jones, BSN ’67, MS ’70 are honorary chairwomen of the centennial planning committee in partnership with co-chairs Diane Sheets, MS, 1991, clinical instructor, and Laurel Van Dromme, chief of staff and strategic partnerships. The centennial will be a celebration of our rich past and a thoughtful look into its future and the nursing profession, including:

- Formal spring gala on February 22, 2014, featuring a national speaker and honoring our notable alumni
- Premier lectures, continuing education opportunities with alumni discounts, and historical exhibits held



We look forward to honoring groups of 100:

- 100 notable alumni who helped to transform nursing and healthcare
- 100 families of nursing alumni
- 100 nurse deans, educators and authors
- 100 Cameos of Caring award recipients

The planning committee extends a special invitation to alumni to share your

Nursing alumni are being asked to share their memories and memorabilia as planning gets underway.

most valuable memories during your time at the College of Nursing. Items being sought are:

- Photographs of nursing student life (with people and years identified)
- Quest yearbooks from the 1970s, other yearbooks, scrapbooks and textbooks prior to 1974
- Nursing student uniforms (we have some, but not all styles)
- The composite photo of the graduating class of 1980 (undergraduate), etc.

Items may be sent or delivered to the College of Nursing in care of Krista Hamilton, 145 Newton Hall, 1585 Neil Avenue, Columbus Ohio 43210. She can be contacted at (614) 688-5882 or hamilton.616@osu.edu.

Questions or electronic submissions may be sent to Diane Sheets at sheets.97@osu.edu (614) 292-4889 or Laurel Van Dromme at vandromme.2@osu.edu (614) 292-6077. ■



Students nurses in the lobby of Newton Hall in 1967 with Associate Professor (now emeritus) Leona Mourad (right).

Ohio State becomes first national university-wide partner of Million Hearts Campaign

College of Nursing drives community outreach efforts to prevent one million heart attacks and strokes over the next five years

By Kathryn Kelley

On Valentine's Day, The Ohio State University supported the efforts of the Million Hearts Campaign to help prevent heart attacks and strokes by offering free biometric health screenings to faculty, staff,

eligible partners and spouses, and to educate the Central Ohio community about the "ABCSS" of cardiovascular health.

The event, led by the College of Nursing in partnership with the Wexner Medical Center at The Ohio State University, the OSU Office of Human Resources, and the OSU Health Plan, offered



Educational materials were displayed and given to biometric screening participants to help them focus on ways in which they could improve their heart health, including stickers (above) and special Valentine's Day cards.

Right: student nurses performed biometric screenings at Newton Hall and eight other sites.



Melnyk attends White House briefing for Million Hearts



Dean Bernadette Melnyk (left) and Janet Wright, MD, executive director of Million Hearts, participated in a White House campaign briefing. The key component of Million Hearts is the engagement of clinical and community prevention of heart attacks and strokes through screenings and education on the ABCSS (see right). These efforts are crucial to changing healthcare's approach nationwide. The red t-shirts were worn by all Ohio State student volunteers.

biometric screenings and education stations covering the ABCSS of cardiovascular disease prevention (see right). The college is scheduling a series of university, corporate wellness, and public screenings throughout the year.

As a result of these efforts, Bernadette Melnyk, PhD, RN, FAAN, chief wellness officer, associate vice president for health promotion, and dean of The Ohio State University College of Nursing, was invited to the White House on February 24, 2012 to participate in a national Million Hearts briefing led by executive director Janet Wright, MD, FACC. The Ohio State University is the first university-wide higher education national partner.

The Million Hearts campaign is a new public-private sector initiative aimed at preventing one million heart attacks and strokes in the next five years. The initiative, introduced in September 2011

Be one in a million hearts.

The Million Hearts Campaign is a national initiative to prevent one million heart attacks and strokes over the next five years. Ohio State is supporting this effort with health screenings and education.

On February 14, nine sites on the Ohio State campus are offering free biometric health screenings. There were 203 people who underwent the screenings. Please watch this screening date.

Congratulations to four employees who were recognized for their participation in the Million Hearts Campaign with memberships in Ohio State Rec Sports: The College of Academic Affairs; Carmen Collins, College of Health Sciences; Vanessa Medical Center; and Lisa University Libraries.

For more information about the Million Hearts Campaign, visit millionhearts.osu.edu.

Widener Medical Center | COLLEGE OF NURSING | hr.osu.edu | YOUR HEART | Health Plan

A special website (above) was created for Ohio State's Million Hearts Campaign, as well as a full-page ad (right) in the university's faculty and staff newspaper promoting the biometric screenings.

Educational handouts (below) were distributed by student nurses during the screenings, with information on the ABCSS: Aspirin therapy for high-risk individuals; Blood pressure control; Cholesterol management; Smoking cessation; and Stress reduction (added by Dean Bernadette Melnyk as a major contributing factor to heart disease and stroke).

Be one in a million hearts.

Aspirin therapy for high-risk individuals

If you've had a heart attack or stroke, chances are your doctor or nurse practitioner has talked to you about taking aspirin to prevent a second heart attack or stroke.

If you have strong risk factors, but have not had a heart attack or stroke, you may also benefit from taking an aspirin every day. But first, you'll want to discuss with your doctor or nurse practitioner whether you have any conditions that make taking aspirin dangerous for you.

Actions for your aspirin therapy

The only uniform dose of aspirin you should take to get the benefits of daily aspirin therapy, has and your doctor or nurse practitioner will discuss what dose is right for you. "Low-dose" doses of aspirin—75 milligrams (mg), which is less than a full dose—are the most effective. Your doctor or nurse practitioner can give you aspirin from 81 mg—the amount in regular strength.

Blood pressure control

Approximately 68 million US adults have high blood pressure. High blood pressure puts extra stress on your body—especially your heart, blood vessels, and kidneys. It increases your risk of stroke, heart attack, kidney disease, and heart failure.

When high blood pressure exists with being overweight, smoking, high blood cholesterol levels, or diabetes, the risk of heart attack or stroke increases substantially.

Systolic blood pressure is the first or top number of your blood pressure. Diastolic blood pressure is the second or bottom number of your blood pressure. For example, if your blood pressure is 170/90, then your systolic blood pressure is 170 and your diastolic reading is 90.

Actions to reduce your blood pressure:

You can help lower your blood pressure by:

- Losing weight
- Eating a healthy diet
- Exercising regularly
- Limiting alcohol
- Stopping smoking
- Taking your medicine as directed

Cholesterol management

Approximately 21 million US adults have high cholesterol. The higher your total blood cholesterol and LDL (bad) cholesterol, the greater your risk for heart disease. High total cholesterol and high LDL cholesterol can increase your heart attack risk. They cause fatty deposits (plaque) to build up in your arteries and narrow them.

For HDL (good) cholesterol, the higher the number is, the lower your risk of heart disease. HDL cholesterol protects you against heart disease. It helps to prevent fatty deposits from building up in your arteries. The higher your HDL cholesterol, the better.

For LDL (bad) cholesterol, if you have too much LDL in your bloodstream, plaque can build up in your arteries over time, also known as atherosclerosis. Generally a lower LDL cholesterol level is better.

Smoking cessation

Smoking is a major risk factor for heart disease for both men and women. Smokers' risk of developing heart disease is two to four times that of nonsmokers. The good news is that in the year after you quit smoking, your risk of future heart problems drops by 50 percent. After 15 years, your risk is as low as someone who has never smoked.

Actions to stop smoking

Quitting smoking isn't easy. But just one change—from smoker to nonsmoker—can make a big difference to your future health. The good news is, it's never too late to quit.

The key to quitting smoking is being motivated, setting the support you need, to be aware of your smoking triggers, and discover your reasons for wanting to quit. Options for quitting can include counseling and medications. Consult your doctor or nurse practitioner for the options that work for you.

Stress reduction

Chronic stress exposes your body to unhealthy, persistently elevated levels of stress hormones like adrenaline and cortisol. Studies also link stress to changes in the way blood clots, which increases the risk of heart attack.

There are many healthy ways to manage and cope with stress, but they all require change. You can't always change the situation causing your stress, but you can always work on changing your reaction to the situation. Since everyone has a unique response to stress, there is no "one size fits all" solution to managing it. No single method works for everyone or in every situation, so experiment with different techniques and strategies. Focus on what makes you feel calm and in control. Find two or three strategies that you like and practice them daily.

Actions to reduce your stress:

- Go for a walk
- Spend time in nature
- Call a good friend
- Sweat out tension with a good workout
- Write in your journal
- Play with a pet
- Work in your garden
- Get a massage
- Curl up with a good book
- Listen to music
- Watch a comedy
- Take a long bath
- Take a few deep breaths

by the Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC), brings together a number of programs, policies, and campaigns to prevent the one out of every three deaths in the U.S. caused by heart disease.

"As prevention and health promotion specialists, nurses play an integral role in reaching the goals of the Million Hearts campaign," Melnyk said. "Part of

our approach to evidence-based health-care is to aggressively assess and manage cardiovascular disease risk factors, including strategies for stress reduction."

More information on heart disease and stroke prevention as well as screening events scheduled throughout the year is available at millionhearts.osu.edu. ■

Kathryn Kelley is chief advancement officer for the College of Nursing.

TECHNOLOGY

AWAIS ALI

Improving methods of evaluation

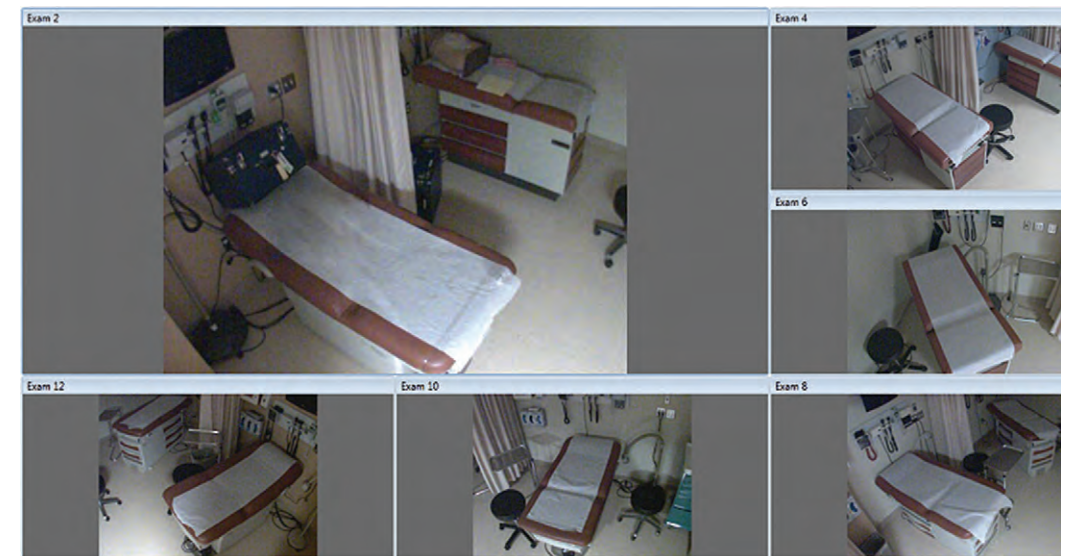
Nurses gain telehealth and exam room experience through a national reinvestment grant for training and technology

The Ohio State University College of Nursing received a Health Resources and Services Administration (HRSA) American Reinvestment and Recovery Act (ARRA) equipment grant in Spring 2011 for \$298,000 to purchase equipment that expands training capabilities and enhances the quality of education for advanced practice nursing (APN) master's students.

The HRSA grant allows advanced practice nursing students and their faculty the opportunity to assess clinical skills in objective and structured clinical examinations. The Integrated Codec Unit for Telehealth (ICU) and the Interactive Simulation Watching and Training (iSWAT) are used to evaluate the student's ability to manage patients in both primary and acute care settings.

Students in the existing primary care nurse practitioner specialties benefiting from the equipment and systems include those in family, pediatric, women's health, adult, psychiatric mental health and nurse midwifery programs, among others.

The need to prepare



An iSwat six-camera view of The Mary Wiedle Hamilton Advanced Health Assessment Simulation Laboratory (Newton 082)

advanced practice nurses for primary and mental health care can be seen in recent national and state statistics.

According to the Bureau of Health Professionals, more than 16,000 primary care practitioners are needed to meet the needs of 65 million people (a ratio of 2,000:1)

More than 5,000 mental health practitioners are needed to meet the needs of 80 million people (a ratio of 10,000:1).

With the tremendous need for primary care providers at both the state and national level, expansion of training capabilities was

imperative. The equipment was installed so clinical exams could be conducted in a lab with 12 exam areas. The exam rooms are equipped with RapidRun Plenum cables that allow for the highest quality of digital and analog signal distribution as well as the cable bandwidth and flexibility to upgrade to the next generation of distribution technology without updating the entire cable infrastructure. A multimedia distribution point (MDP) in the adjoining control room provides continuous, uninterrupted A/V signals to each patient care area. Each patient

room may be independently controlled and operated, and can display any of the A/V signals from the MDP or choose to display none at all, for instances where students in various patient care areas are practicing different skills. The Integrated Codec Unit for Telehealth and the Interactive Simulation Watching and Training systems were used to record and evaluate the student's ability to manage complex patient scenarios.

The ICU for Telehealth provides nurse practitioner students with experience in a telehealth setting. The telehealth setting is becoming

Quarters out, semesters in

This summer, three years after the university chose to shift the academic calendar from quarters to semesters, it—and the College of Nursing—will make the switch.



Scene from an iSwat recording: Associate Professor Margaret Graham recorded a complete physical assessment exam for students to watch at a later time.

ing more and more common as technology improves and healthcare continues to increase in complexity. These systems have their roots in rural and in-home care settings, but as the technology has improved, telehealth systems have evolved and are now being used in some cases to provide consultations among hospitals. Adding a telehealth component to the curriculum ensures that Ohio State graduates have the requisite skills in technology-mediated and inter-professional communications to practice in this type of environment.

Graduates of this program are equipped with skills in an expanding field that is sure to develop further as technology improves and the shortage of health care practitioners becomes more pronounced. In addition, existing partnerships with the health sciences colleges at Ohio State will continue.

iSWAT allows operators

to create a more authentic simulation experience while permitting students and operators to observe and reflect on the experience. iSWAT also removes the observers and operators from the simulation room to reduce or eliminate any “performance” aspects of simulation. This system also allows for students to have practice sessions automatically recorded; the instructor may review these recorded sessions at a later time and provide additional feedback to the students. By recording these encounters, the instructors will be able to ensure that skills are practiced in a manner that is appropriate and that students are practicing skills frequently enough to be comfortable executing them.

The iSwat system improved the training of APN specialty students by allowing them to record their interactions with standardized patients. The students are immediately able to watch the

recording and reflect upon their performance, before poor skills are internalized. This permits students to examine their weaknesses and address them immediately, so that future standardized patient and clinical experiences incorporate lessons learned more quickly.

The iSwat system also improved instructor efficiency by minimizing the technical skills required to record and process videos. In our example, we were able to reduce the amount of time scheduled in the advanced practice assessment lab to four days from what previously took two weeks or more. This will permit the College of Nursing to expand the number of students in APN specialties without the need for additional facilities. To date, the iSWAT system has been used to make 541 recordings.

The ability of instructors to watch interactions in the advanced practice lab live or

off site promotes use of the space across disciplines and shifts. More efficient use of the space comes from allowing instructors to watch student videos after they are recorded, instead of watching students practice one at a time. Through the addition of slow motion and rewind functionality, instructors can time-shift recordings and watch crucial interactions many times to ensure that students are performing at a high level.

The iSwat and ICU systems have helped to alleviate some of the facility and staffing barriers traditionally faced when expanding programs. In addition, the college used flexible scheduling to alleviate other scheduling issues and to establish methods for students to self-schedule times to complete recorded examinations. This approach also allowed support staff to be flexible with their schedules to accommodate students. We used the ICU and iSwat to record procedures that are done in the lab so that students can watch them before lab, practice during lab and then review as many times as necessary to become competent with a procedure.

The College of Nursing continues to be at the forefront of embracing adaptive flexible technologies that assist our faculty in preparing nurses for the future and by the use of these systems our graduates will be better equipped with the necessary skills required to be successful in their profession. ■

Awais Ali is director of information technology and business systems for the College of Nursing.

Until just a few years ago, conversations about Ohio State converting from quarters to semesters fell into the same category as talking about the weather in central Ohio—lots of talk, but very little action. That all changed in June 2009 when the University Senate voted to adopt a new academic calendar that will become effective this summer. On June 18, the semester system will be launched with a seven-week summer session to be followed by the 14-week autumn semester, which begins August 22.

Academic departments

all across campus are putting the finishing touches on their new semester-based courses and programs in preparation for student registration windows that begin opening in April for summer session and autumn semester.

The university has made the following pledge to all students that the transition to semesters will not impede their academic progress toward degree completion:

1. Students completing a quarter-plus-semester degree program will receive approximately the same amount of instruction as under a quarter-based calendar.
2. Full-time tuition (general and instructional fees) for an academic year under semesters will not cost more than tuition for that same year would have cost under quarters.
3. The change should not adversely affect students' financial aid.

4. Academic units will continue to provide intentional, purposeful advising.
5. Good planning around a student's major will be particularly important, and the university will provide that support to students who begin their academic career under quarters and complete it under semesters.

Students must take certain steps to protect their academic progress, including:

1. Decide on their major and degree within a time compatible with four-year graduation;
2. Meet the standards for progress defined by their aca-



Beginning this summer, all university and College of Nursing classes will be semester-based. The university had been on the quarter system since 1922.

dem unit and continue to complete appropriate course loads successfully;

3. Actively develop and follow academic plans in consultation with their academic advisors.

All of the College of Nursing's academic programs have been approved for the quarters to semesters (Q2S) conversion by the OSU Council on Academic Affairs (CAA). Dr. Randy Smith, vice-provost, Office of Academic Affairs, and Dr. Elliot Slotnick, associate dean of the Graduate School, congratulated the College of Nursing on the clarity and comprehensiveness of the program proposals, and commented that the college's efforts would be used as a model by other departments.

The college's Q2S project was led by Associate Professor Barbara Polivka, RN, PhD. The planning began in September 2009 with brainstorming sessions involving faculty, staff, and students that led to the formation of planning task forces for each college program. Teams were formed to design all of the individual courses that will be taught in the college. This was a tremendous effort on the part of faculty who added Q2S planning to their current teaching loads, research, and service projects.

"The conversion to semesters allows nursing students to take advantage of jobs that begin in May or to study abroad during the May session. The move to the semester system opens up many exciting opportunities for our students," Polivka said.

One of the most noticeable changes with the switch to semesters is the renumbering of all of the more than

College of Nursing Q2S facts

Programs submitted and approved for Q2S conversion:

- Bachelor of Science in Nursing
- RN to BSN (degree completion)
- Master of Science (with 15 graduate specialties)
- Integrated Determinants of Health (graduate minor)
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy (PhD)

Length (in pages) of Q2S nursing programs proposal: 177
Number of months between Faculty Senate vote and Q2S implementation: 36

Nursing courses converted to semester format: 178
Nursing students who will transition from Q2S: 750
Range of semester course numbers: 1000-8999

12,000 courses taught at the university. All courses are now identified with a new four-digit course number. Adding an extra digit to the course number provides a greater range of numbers for use by departments and the ability to assign meaning to the numbers.

The first course number digit indicates the targeted student rank for the course (i.e. 1XXX = freshman, 2XXX = sophomore, etc.) Number ranges within the course number will be linked to subjects in the academic department allowing faculty and students to identify the subject of the course by its number.

How will students benefit from the switch?

- It's easier to transfer credits from or to another college or university. More than 90% of American universities use a semester calendar
- A 15-week semester gives students more time to learn course material

- Ohio State students enter the job market (as graduates or for summer jobs)

at the same time as those attending other universities and are not disadvantaged by the quarter schedule with its later mid-June end

- It creates more opportunities for studying abroad and taking part in other learning opportunities outside the campus

- There is more time for summer internships, and the dates match better with industry, clinical, and business schedules

- Students only need to register for classes, pay fees and complete other administrative work twice a year rather than three times

- Revising courses for the transition provided faculty with an opportunity to update the curricula and program requirements.

How are we helping our students with the Q2S transition?

Nursing students who will transition from quarters to semesters are receiving lots of help from the College of Nursing and the university.

Every undergraduate student will receive a Transitional Academic Plan (TAP) that outlines every course they need to take to complete their program. TAPs are developed in consultation with a College of Nursing academic advisor and can be used as a road-map. It is an individualized guide that takes into account all of the courses the student has already completed in the quarter-based calendar and outlines all of the remaining semester courses needed to graduate on time. Transitional plans have also been developed for graduate students who work closely with their faculty advisor to map out a curriculum plan through graduation.

The university has launched its MySwitch web site—myswitch.osu.edu—that is devoted to the needs and concerns of students who will transition from quarters to semesters. The site includes information about the new semester calendar, classes, commencement schedules, and finances. MySwitch also includes the Quarter-to-Semester Course Conversion Guide that is an online tool to search how quarter courses were converted to semester courses.

The conversion to semesters is finally here. The college's students, faculty, and staff are prepared for the switch. For almost three years, the college's faculty and staff have worked hard to make this transition as seamless as possible for our students as Ohio State begins a brand new era. ■

Sandra Cody is assistant dean for student affairs for the College of Nursing.

GIVING

PAMELA LOWE

Annual giving: Investing=impact

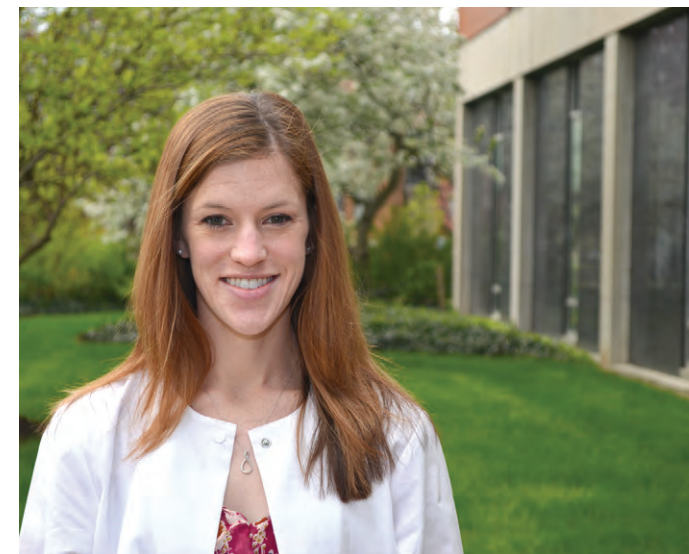
Many in this generation of nursing students need financial help. These funds allow your annual gift to have the most impact.

Giving annually to the College of Nursing is a terrific way for you to give back to The Ohio State University College of Nursing and know that your gifts make an impact. By becoming involved in our fundraising efforts to assist students like Colin Reeder in the pursuit of their professional goals, you help educate the next generation of healthcare professionals!

Areas to support

The three funds highlighted below are considered priority areas by the college for the coming year. These funds will support areas that greatly impact

students and faculty. Gifts to any of these funds will ensure that emerging needs are met and will help lay the groundwork for our students and faculty to take advantage of academic, professional, and personal growth opportunities that are unique to our college, extending our reach beyond the classroom and increasing our national ranking to make a degree at Ohio State even more valuable.



"My nursing scholarship has allowed me to put my focus where it belongs: on patient care and becoming the best nurse I can be."

— Alyssa Studer, Graduate Entry student

College of Nursing Advancement Fund
Fund Number 303492

An unrestricted gift to the advancement fund is used where the financial need is greatest. No matter the size of your gift, it will help. In 2012, your gifts will advance entrepreneurial initiatives within the College of Nursing and enable students to attend regional and national conferences.

College of Nursing Scholarship Fund
Fund Number 645280

Scholarships and fellowships enable undergraduate and graduate students to concentrate more on their educational goals and less on financial concerns. Your gift can make a significant difference in the lives of students. It also establishes the importance of philanthropy in the minds of

students as they begin their careers.

College of Nursing Wellness Fund
Fund Number 313933

Gifts made to the Wellness Fund will support health and wellness initiatives for students, faculty, and staff, and allow us to extend these programs to the university community and general public with consumer-oriented Buckeye Wellness Tips, Buckeye Wellness Packs, and the Million Hearts Campaign screenings and education to help prevent one million heart attacks and strokes nationally in the next five years.

* * *

The College of Nursing Alumni Society has a goal to raise \$1,000,000 by 2014—the college's centennial—in support of nursing scholarships. As of March 2012, donors have contributed more than \$850,000 to the College of Nursing Scholarship Fund. The general nursing scholarship fund has awarded 70 scholarships.

* * *

Your contribution can make a

Continued on page 31

Student Spotlight

In each issue of this magazine, we highlight a student who has received a College of Nursing scholarship. Through annual support of scholarships, fellowships, professorships and more, we can ensure that nursing students will be poised to deliver excellence in education and research, evidence-based practice and healthcare innovation.

Colin Reeder, a Sigma Theta Tau Honor Society inductee, plans to graduate in June 2012 with a master's degree with a specialty in the family nurse practitioner (FNP) area. As an undergraduate honors student, Colin majored in nutrition; his thesis focused on food security in Ghana.

How has this scholarship made an impact in your life?

This scholarship helps my wife and me to feasibly cover our expenses while I finish graduate school. My wife, a licensed art educator, decided to stay home with our daughter, who was born premature and has gastroschisis, an abdominal wall defect. She takes care of our daughter, getting her the appropriate medical attention to bring her up to normal physical

and mental developmental standards. My daughter's bright and resilient character made this quite a joy for my wife, but she would not be where she is today if it weren't for my wife's opportunity to stay home with her, provided in part by the generosity of this scholarship.



Colin Reeder

What is the best college experience you have had so far?

In the fall, I was with Dr. Oralea Pitman and was able to see a very traditional and busy rural primary care office, and this winter I was with Ben Pruit, FNP in a Lancaster emergency room. Both of these experiences have given me much more confidence in moving towards professional practice.

What do you want to do after you graduate?

After I graduate, I hope to work as a FNP in a medically underserved area in Columbus.

For more information on funding scholarships to support students like Colin, please contact Pamela Lowe, director of development, at lowe.360@osu.edu or (614) 688-1086.

College advancement team aligns marketing, alumni, and development efforts

The new advancement team at the college is charged with cultivating a strong annual giving culture, transforming the alumni membership and services model, and implementing an effective marketing campaign within and outside of Ohio.

The members of the advancement team are:

Kathryn Kelley, chief advancement officer

Kathryn directs strategic planning and operations for all aspects of College of Nursing advancement: marketing and communications, alumni affairs, and development.

Sanford Meisel, director of marketing and communications

Sandy is responsible for leading college marketing and communication programs



Advancing the college (from left): Katie Aukerman, Pamela Lowe, Kathryn Kelley, and Sanford Meisel.

and initiatives, and integrating key audience needs with advancement strategies through effective print and digital communications.

Pamela Lowe, director of development
Pam serves as a major gift officer for the

College of Nursing and provides direction and coordination of fundraising strategies for the College of Nursing.

Katie Aukerman, alumni and donor relations coordinator

Katie is responsible for planning and implementing programs, projects

and events designed to cultivate, engage and serve college alumni and donor communities.

Please feel free to contact the advancement team at nursingadvancement@osu.edu to share your ideas.

Continued from page 29

big difference:

Today's nursing students are responsible for approximately \$777 per credit hour in tuition, fees, and academic expenses. Your gift would provide much-needed assistance to our students to cover their costs of tuition, lab fees, scrubs, supplies, and books.

Through annual support as well as scholarships and fellowships, professorships and more, our students will be poised to deliver excellence in education and research, evidence-based practice and healthcare innovation. The bottom line: with your investment in College of Nursing students, you and your loved ones will ultimately benefit with better healthcare and wellness.

Make the most of your gift

Visit The Ohio State University Foundation website matchinggifts.com/osu to find out how you can double your gift.

"Having worked closely with students throughout much of my 35 years of involvement with the



College of Nursing, I realize the important role that scholarship assistance has in

contributing to student success and how deeply grateful students are when they are awarded a scholarship."

—Kitty Kisker, BSN '66, MS '67

Make a donation online now

Visit giveto.osu.edu to make your gift online through Ohio State Foundation's secure website. You may also send your gift to:

Ohio State University
College of Nursing
Attn: Pamela Lowe
145 Newton Hall
1585 Neil Avenue
Columbus, OH 43210-1289

Checks should be made payable to "Ohio

State University Foundation" and please include the fund number for the account you would like to support. Fund numbers are listed on page 29 for the Advancement, Scholarship and Wellness funds.

For questions or more information regarding giving to The Ohio State University College of Nursing, please call Pamela Lowe, director of development, at (614) 688-1086, or e-mail lowe.360@osu.edu. ■

Pamela Lowe is director of development for the College of Nursing.

What's your legacy?

"The Ohio State University College of Nursing provided me with the fundamental skills in critical thinking to excel in my career as a clinician, manager, and educator. With a grateful heart, I am supporting scholarships through my estate plan so the next generation of nurses may have the wonderful opportunities and experiences I did."

Call us to learn more.

Sandy Cornett (BS '65, MS '70, PHD '81)



Office of Gift Planning
(614) 292-2183 • (800) 327-7907
giftplan@osu.edu • giveto.osu.edu/giftplanning

Buckeye Nurses: A call to action

College of Nursing alumni are more than 10,000 strong and growing

As an alumnus of The Ohio State University College of Nursing, you are part of a rich history. Since 1914, the college has touched the lives of thousands of student nurses. Whether you shared a room with your nursing classmates at Neil Hall or participated in a simulation in the Technology Learning Complex (TLC) in Newton Hall, you are part of the same caring community. As a Buckeye Nurse, you share a common thread that is forever present.

The College of Nursing is dedicated to preparing nursing professionals who give of themselves each day to treat, heal,

and comfort those in their care. We are grateful that our alumni also give to their alma mater. As advisors, volunteers, preceptors and donors, thousands of our graduates generously support the school in its mission of revolutionizing health-care and promoting the highest levels of wellness in diverse individuals and communities.

Alumni of the College of Nursing—Buckeye Nurses—this is your call to action. Your involvement makes us stronger both now and for the future. Your involvement will strengthen the core values of our college while keeping it competitive and vital in the future.

Ways to connect

As you are an integral part of our past, our present and our future, we encourage you to maintain a strong connection with your fellow Buckeye Nurses and with the College of Nursing. If you are interested in reconnecting, or connecting in new and different ways, we offer the following opportunities:

- **Join the College of Nursing Alumni Society** (nursing.osu.edu/alumni/alumni-society). The alumni society focuses on bringing graduates together to foster friendships and professional connections that benefit alumni and the university.

- **Join the conversation** (facebook.com/osucollegeofnursing or twitter.com/osunursing). Connect with your fellow Buckeye Nurses from around the country, get updates on college happenings and learn about upcoming events.

- **Connect for networking opportunities on LinkedIn** (Group: The Ohio State University College of Nursing). Perhaps you've had your eye on a position at a different hospital system? Connect with your fellow Buckeye Nurses for professional networking opportunities.

- **Become a lifelong learner** (nursing.osu.edu/academicprograms). What could be better than a degree from the College of Nursing? Two degrees. Consider obtaining a master's degree, PhD or DNP. And stay tuned for learning opportunities through the college's new Transformational Learning Academy.

- **Nominate a nurse** (See page 41). The Alumni Society recognizes the accomplishments of Buckeye Nurses through their annual awards programs. Awards include Distinguished Alumni Award, Distinguished Recent Alumnus Award, Community Service Award and the Mildred E. Newton Distinguished Educator Award. Recognize a fellow nursing alum with an award nomination.

Paying forward

"You can never pay back; but you can always pay forward."

—Coach Woody Hayes

Generous gifts of time, talent, and treasure help The Ohio State University College of Nursing provide innovative programs and events, faculty development and student enrichment opportunities. We are grateful for the support of our outstanding alumni, friends and community partners. A few ways you can continue your valued relationship with the College of Nursing are through your time and your financial support:

- **Become a preceptor.** The Ohio State University College of Nursing is sincerely grateful to our clinical preceptors for their contributions to the comprehensive array of clinical experiences available for our nursing students. Supported by our

Buckeye Nurses you should know

Faye Wattleton, BSN '64

Faye Wattleton serves as managing director with Alvarez & Marsal, a global professional services firm specializing in turnaround and interim management, performance improvement and business advisory services. Wattleton's distinguished career spans more than three decades, during which she has amassed an extraordinary track record for leadership, both as a CEO of national not-for-profit organizations and serving on the boards of public and private corporations, academic institutions, and high-impact philanthropic organizations.

Wattleton is best known for her leadership and advocacy of improving the status and healthcare of women, and has served as an executive, board member and consultant in the health sector and public policy arenas. She co-founded the Center for the Advancement of Women, an independent, non-partisan think tank, conducting women-focused national research for public education and policy advocacy.

From 1978 to 1992, Wattleton served as president and CEO of Planned Parenthood Federation of America. She was the youngest, first woman, and first African American to hold this position. At the time of her departure, Planned Parenthood had grown to become the nation's seventh largest non-profit organization, providing medical and educational services to four million Americans each year. Featured in The Ohio State University College of Nursing magazine in 1997, Wattleton said, "Choosing a career in nursing was perhaps my most important professional decision. Had I not had direct experiences with patients and gained an understanding of what goes on in women's lives, I would not have had the determination and commitment to non-compromise on the gains that women have made with respect to reproductive choice."

After receiving a bachelor's degree in nursing from Ohio State in 1964, she went on to earn a master's degree in maternal and infant care at Columbia University. She is also the recipient of fourteen honorary degrees.



Courtesy Faye Wattleton



Alumni enjoy a beer-tasting gathering.

faculty, clinical preceptors volunteer their time to help shape the next generation of nursing professionals.

If you are interested in learning more about preceptor opportunities, please contact Stephanie Hall, program manager, at hall.1084@osu.edu.

- **Volunteer opportunities.** If you would like to learn about volunteer opportuni-

ties, please e-mail Katie Aukerman at nursingalumni@osu.edu. As we approach the college's centennial in 2014, we are seeking volunteers to help with the year-long celebration.

- **Make a gift.** By investing in the College of Nursing, you're supporting healthier, stronger communities throughout the nation and globe. Your gift will help

A message from College of Nursing Alumni Society President Laureen Smith (BSN '84)

The College of Nursing Alumni Society is open to all graduates of the college and strives to promote fellowship and professional relationships while furthering the best interests of the college. In short, we find fun ways to network and get to know each other while supporting our alma mater.

Nursing alumni enjoy connecting with their classmates, other alumni, and today's students and faculty at a variety of events coordinated throughout the year. Whether we cheer on Buckeye student athletes at sporting events, including football, hockey, and football tailgates, or gather for a wine tasting in support of student scholarships, our gatherings are varied. We strive to offer something for everyone.

New this year, the football tailgate during Reunion Weekend was complimentary to all active members of the College of Nursing Alumni Society. This was a wonderful opportunity to welcome the college's new dean, Dr. Bernadette Melnyk, as well to wish outgoing dean Dr. Elizabeth Lenz a fond farewell and thank her for her unwavering support. Let me personally thank the many alumni who generously gave a financial contribution in honor of Dean Lenz's tenure. Through your generosity, room 256 in the Technology Learning Complex (TLC) is now the Dean Elizabeth R. Lenz Clinical Excellence Laboratory.

In everything we do, we strive to support the college's student nurses. Being a student nurse is the one common experience that binds us all together. In addition to programming for our alumni, we also host opportunities to connect with the college's student nurses. Encouragement



(in the form of sustenance) was provided to students during exam weeks throughout the year.

We also support our student nurses with a pledge to raise \$1 million for the College of Nursing Scholarship Fund by the college's centennial in 2014. We are very close to attaining that goal thanks to the dedication of our alumni community. I would like to thank co-chairs Kitty Kisker (BSN '66, MS '67) and Carol Kennedy-Jones (BSN '67, MS '70), along with each member of the Scholarship Committee, for their commitment to making this goal a reality. I am optimistic that all of our alums will give generously in honor of their own education provided by this great place, the nursing profession, and the university. With your help, I know we will reach our goal. To make a contribution, please visit nursing.osu.edu/ways-to-give.

I encourage you to join the Alumni Society and get involved. Annual dues are just \$25, \$500 for lifetime membership, or \$250 for alums 62 and older. Becoming dues-paying members allows us all to show our appreciation for the College of Nursing, The Ohio State University, and the outstanding nursing education we received. Joining the Alumni Society entitles you to participate in our many events and Homecoming Weekend festivities, including the complimentary football tailgate and entrance in the ticket lottery for the OSU vs. Nebraska football game. We would love to have you join us as a member.

The College of Nursing Alumni Society, in partnership with the college, will host a full calendar of opportunities for you to connect with your fellow Buckeye Nurses. We look forward to hosting both annual and new events for our young and "not as young" alumni. And, we look forward to welcoming you home to your College of Nursing!

With more than 10,000 alumni of the Ohio State College of Nursing, our Alumni Society serves all. Please contact me at smith.5764@osu.edu with your ideas, comments, or questions.

ensure that there will always be the highest caliber of nurses equipped to effectively promote health, impact policy and transform healthcare. Find out more at nursing.osu.edu/ways-to-give.

Building a stronger community of Buckeye Nurses

"Never doubt that a small, group of thoughtful, committed citizens can change

the world. Indeed, it is the only thing that ever has." –Margaret Mead

We are a strong community of dedicated and committed Buckeye Nurses who embody the spirit of The Ohio State University College of Nursing. With your help, we can build an even stronger community. We are always working on new and different ways to connect with our

valued alumni. We encourage your ideas and feedback. Please contact Katie Aukerman at aukerman.33@osu.edu to share your thoughts.

Buckeye Nurses: this is your call to action. How will you respond? ■

Katie Aukerman is alumni and donor relations coordinator for the College of Nursing.

CollegeNews

Menon brings wealth of experience in cancer research to vice dean position

Usha Menon, PhD, RN, FAAN, recently joined The Ohio State University College of Nursing as vice dean and professor.

She brings to this administrative role her extensive research experience in community-centered cancer control. Her current collaborations include studies in California with Korean-American women, in Oregon with Chinese Americans, and in Arizona with Latinos. Menon, with her collaborators in Arizona, is conducting a multi-million dollar project on increasing colorectal cancer screening among the poor and underserved.

Menon's vision for the college includes enhancing the excellent academic programs already in place while attracting and retaining faculty from under-represented groups and increasing the diversity of research collaborations.

"I am convinced that joining the Buckeye family at the College of Nursing was the best decision for my career," said Menon. "I am heartened by the high caliber of the education offerings and unsurpassed talent of my colleagues at OSU, and I am very certain we are going to move ahead in transformational ways."

She most recently held an appointment at the College of Nursing and Health Innovation at Arizona State University where she was the Pamela Kidd Distinguished Research Professor, co-director of the T32: Training in Health Disparities Science program, and former director of the Southwest Consortium for Health Promotion and Behavior Change. She also held a joint



appointment in the Mayo Clinic College of Medicine, MN and the Mayo Clinic Cancer Center, AZ.

Prior to ASU, Menon was an associate professor at the University of Illinois at Chicago College of Nursing and co-PI of the P60 Center for the Elimination of Health Disparities.

A major emphasis in Menon's work has been on increasing early detection among aging and vulnerable populations and the reduction of health disparities in cancer prevention,

focusing on the development and testing of tailored interventions to increase early detection of cancer. She teaches across nursing curricula, including graduate elective courses in conducting interventions with diverse populations and conducting integrative literature reviews.

Menon chaired and taught three Nursing Research Institutes nationally for the Oncology Nursing Society/Foundation, mentoring junior faculty to develop programs of research in oncology

nursing. Her community-centered research studies have been implemented in diverse population groups such as African Americans, the Amish community, Chinese American women, Korean Americans, Latinos, sexual minority individuals, and older South Asian immigrants.

She received her doctorate in nursing science and a master of science in nursing from Indiana University and a bachelor of science in nursing from Lander University.

Steward receives Alumni Award for Distinguished Teaching

Dr. Deborah Steward, associate professor in the College of Nursing, has been named a recipient of the 2012 Alumni Award for Distinguished Teaching. The prestigious award honors superior teaching by Ohio State faculty. A surprise presentation was made by Michael Boehm, university vice provost, and Archie Griffin, president and CEO of the Ohio State Alumni Association. Steward's family had been notified in advance so that they could be present. Steward has been a faculty member at Ohio State since 1999.



Dr. Deborah Steward with her husband Rich Humenick (center), Alumni Association President and CEO Archie Griffin, Vice Provost Mike Boehm, and Dean Bernadette Melnyk.

TLA offers distance education opportunities

The College of Nursing's Transformational Learning Academy for Nursing & Health (TLA) has opened its online doors to nursing and healthcare professionals, providing unparalleled learner-centered interdisciplinary continuing education opportunities. The academy offers distance education courses, as well as conferences, workshops, and online non-contact hour bearing courses on a variety of health topics for lifelong learning.

"We want to build upon the college's expertise in continuing education coursework to provide a stellar program that truly fits healthcare professionals' needs," said Jackie Loversidge, MS, RNC, director of TLA. "This online continuing education program will be quickly rolled out to The Ohio State University Wexner Medical Center as well as other colleges and national markets."

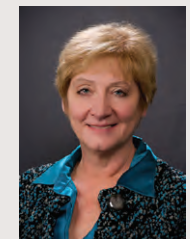
The first online course offering offered this spring, "Pharmacology for Advanced Practice Nursing CE," is underway, and is designed to meet the Ohio Board of Nursing pharmacology requirement for nurses authorized to prescribe. The asynchronous web-based course addresses the pharmacokinetic principles and clinical applications of therapeutic drugs and devices used by practitioners in primary and acute health care settings. The course also will help practitioners examine the legal, ethical, and financial implications of prescriptive practice.

More information is available by contacting Jackie Loversidge at loversidge.1@osu.edu.

Patrick team study published in JAMA

Associate Professor Thelma Patrick, PhD, RN, took part in an interdisciplinary team that revealed very low birth weight infants fare better in hospitals designated as Recognition for Nursing Excellence (RNE) and Magnet Hospitals by the American Nurses Credentialing Center

(ANCC). The study—published in the April edition of the *Journal of the American Medical Association (JAMA)* and funded by the Robert Wood Johnson Foundation Interdisciplinary Nursing Quality Research Initiative and the National Institute of Nursing Research—suggests that the



Dr. Thelma Patrick

focus on nursing excellence in RNE and Magnet Hospitals improves the care these infants receive and their outcomes.

Students create new videos for IV therapy



Student video producers, from left: Emily Michelich, Sarah Porteus, Katherine Dupey, Rachel Reineck, Jared Oing, Madeline Leising, Seth Gambone, Ashley Good.

A group of eight Nursing 402 students volunteered to update the IV skills videos that were used in the course for the past five years. The students reviewed, researched, rehearsed, critiqued each other, and then created the videos that are now current and well done.

Topics covered in the videos include IV primary and secondary infusions, IV pumps (operation, special features, and alarm troubleshooting), IV push meds (how to prepare from ampule, vial, or carpule and dilute if needed), IV starts with Nexiva catheter, phlebotomy, and blood transfusions and patient monitoring.

Clinical assistant professor and course instructor Carolyn Schubert, DNP, RN-BC, said, "I was very impressed with the quality of their work. These will be excellent teaching tools for our future students in courses teaching IV therapy."

Leadership & innovation.

The Ohio State University College of Nursing educates and prepares nurse leaders and innovators, transforming health and revolutionizing healthcare.

Are you interested in becoming a nurse, an advanced practice nurse, a nurse scientist, or a nurse educator? We have the right program for you, regardless of where you are in your career.

Our cutting-edge **BSN, RN to BSN, MS, PhD, and DNP** programs are fully accredited—with some completely online. Our nationally renowned faculty are leaders teaching leaders.

The College of Nursing emphasizes wellness, innovation, and entrepreneurship. Clinical experiences here are evidence-based and highly personalized.

Visit nursing.osu.edu and take the lead in creating an exciting future.



Melnyk receives 2012 MNRS Senior Scientist award

In her first year at Ohio State, Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN, associate vice president for health promotion, university chief wellness officer, and dean of the College of Nursing, was recognized as a 2012 Senior Scientist by the Midwest Nursing Research Society (MNRS) at its annual conference.

The Midwest Nursing Research Society Senior Scientist Recognition Program provides recognition by peers for members' scholarly achievements, mentorship, and service and represents the highest class of

membership. Every year, the Midwest Nursing Research Society presents awards to selected members of the society who have made significant and notable contributions to the field of nursing through research.

Melnyk was chosen for her accomplishments as an internationally recognized expert in intervention research, evidence-based practice, and child and adolescent mental health. She is a frequent keynote speaker at national and international conferences and has consulted with healthcare systems and colleges throughout world on how to im-

prove quality of care and patient outcomes through sustaining evidence-based practice.

Her record includes more than \$19 million of sponsored funding from federal agencies as principal investigator and more than 180 publications. Melnyk is editor of four books, including the well-known *Evidence-based Practice in Nursing & Healthcare* and a new book entitled *Intervention Research: Designing, Conducting, Analyzing and Funding*.

Melnyk is an elected fellow of the American Academy of Nursing and the National Academies of Practice. She

recently served a four-year term on the United States Preventive Services Task Force. In 2011, she received the inaugural NIH/NINR Director's Lectureship Award and was inducted into Sigma Theta Tau International's Research Hall of Fame. She has twice been recognized as an Edge Runner by the American Academy of Nursing, most recently for her COPE Program for parents of premature infants.

Past MNRS Senior Scientist award recipients from the College of Nursing include Pamela Salsberry, PhD, RN and Karen Ahijevych, PhD, RN, FAAN.

Graham named associate dean; Nash, assistant dean

Margaret Graham, PhD, FNP, PNP, was appointed associate dean for advanced practice and community partnerships by Dean Bernadette Melnyk. An expert nurse practitioner, she has been educating students on nursing and health policy for more than 30 years. Certified as both a family and pediatric nurse practitioner, she teaches at the graduate level and practices with Ohio State's Department of Family Medicine.

Mary Nash, PhD, RN, FAAN, FACHE, has been appointed assistant dean. She serves as chief nurse executive, OSU Health System; associate vice president for Health Sciences;

chief nursing officer, University Hospital/Ross Heart Hospital; and clinical professor at the college.

As part of the executive

leadership team, Nash and Graham will oversee and grow advanced practice opportunities within the Wexner Medical Center and in regional business and neighborhood communities, respectively.



Margaret Graham



Mary Nash

23 new faculty and staff join college

The following new faculty and staff have recently joined the College of Nursing:

Megan Amaya, PhD, CHES, AFAA, director of health promotion & wellness

Kimberly Arcoleo, PhD, MPH, associate professor

Lynn Gallagher-Ford, PhD(c), RN, NE-BC, director of the Center for Transdisciplinary Evidence-based Practice

Kate Gawlik, MS, clinical instructor

Krista Hamilton, office associate

Folake Hannan, executive assistant

David Hrabec, PhD, RN, associate professor of clinical nursing

Kathryn Kelley, chief advancement officer

Bindu Koshy, CTEP technology coordinator

Pamela Lowe, director of development

Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN,

dean, associate vice president for health promotion, chief wellness officer

Usha Menon, PhD, RN, FAAN, vice dean and professor

Lisa Mowery, MA, coordinator of career services and academic advisor

Melissa Pavolino, executive assistant

Allison Rosenberg, MSN, clinical instructor

Jeanette Russ, MS, academic advisor

Madhurima Sarkar, research associate

Laura Szalacha, EdD, research associate professor

Laurel Van Dromme, chief of staff and strategic partnerships

Dan Weberg, MHI, PhD(c), clinical instructor

Shauntae Yankasky, coordinator, student programs

Sinead Yarberry, MS, clinical instructor

Kathy York, executive assistant to Dean Bernadette Melnyk

Amaya appointed college's first director of health promotion & wellness

Megan Amaya, PhD, has joined the College of Nursing as director of health promotion and wellness. While anchored in the college, this university-wide position provides strategic planning and implementation of health and wellness activities at Ohio State and surrounding communities.

A number of innovative health and wellness offerings are being rolled out to students, staff, faculty, alumni and neighboring communities. As part of her responsibilities, Amaya collaborates with the newly formed university health and wellness council, the Office of Human Resources, OSU Medical Plan and the health science colleges to develop nutrition, healthy workplace, and other wellness recommendations to make Ohio State "the healthiest university on the globe."

Amaya spearheads wellness initiatives in support of

Dean Bernadette Melnyk's role as associate vice president for health promotion and university chief wellness officer. The activities are wide ranging, from implementing Creating Opportunities for Personal Empowerment (COPE), a comprehensive cognitive-behavioral therapy program designed to positively impact the mental health outcomes of OSU freshmen, to facilitating the development of Buckeye Wellness Packs, which will begin their statewide launch during President Gordon Gee's annual summer tour. Amaya also is a trainer for the nurse and health athlete program currently in pilot project status (*see page 24*).

Amaya serves as chair of the Health Ohio Business Council, a group of Ohio companies sharing best practices for a healthy workforce and a healthy economy. These companies have



Megan Amaya

made a commitment to employees by incorporating comprehensive worksite health promotion and wellness programs into their workplaces.

Prior to her role at Ohio State, Amaya was the City of Dublin's employee wellness co-

ordinator, teaching group fitness classes at the Dublin Community Recreation Center as well as teaching nutrition and exercise courses at DeVry University and Columbus State. Amaya earned her doctorate in health and exercise science from Ohio State.

Barker goes to China

Elizabeth Barker, APRN, BC, FNP, FAANP, CHE, PhD, director of the MS program and associate professor of clinical nursing, traveled to China in March to teach a research class to nursing students and faculty, and to consult with their master's students on their research projects.

Dr. Elizabeth Barker (front row, center) received teaching credentials and was made part of the faculty at the Fourth Military Medical University in Xi'an, China. The red banner says, "Award Ceremony of Guest Professor."



RN to BSN enrollment increases with Medical Center partnership and support

The College of Nursing joined with the Wexner Medical Center last fall to create a new campaign promoting the college's RN to BSN program to nurses at the medical center. Entitled, "It's time to put BSN after your name," the campaign scheduled several information sessions for nurses to attend. The sessions were promoted through a direct mail brochure featuring Dean Bernadette Melnyk and Chief Nurse Executive Mary Nash, as well as announcements in the medical center newsletter. Nurse managers were asked to encourage their direct reports to attend.

The medical center is supporting the efforts of their nurses to earn their degrees by forming study groups and mentorships. Tuition for most medical center employees can be reimbursed.

The results of the campaign were very successful, with a total of 282 applicants, versus 154 from the previous year; 110 nurses from the medical center applied for the upcoming year.

Elizabeth Cullen, clinical instructor and director of the RN to BSN program, is looking to further expand the program's reach and size. "Because our program is completely online, we can grow enrollment and not be concerned about classroom or clinical space," she said. "We are gearing up to expand the program to all corners of Ohio and beyond."

Recent changes in the tuition pricing structure now make online programs such as RN to BSN more affordable to out-of-state students. As long as they take their course exclusively online, they do not have to pay out-of-state rates for tuition, only a small service fee.



Nursing students lunch and chat with Gee

Students representing each of the College of Nursing programs from BSN to the doctoral level were invited for lunch and conversation with university President E. Gordon Gee. The ten students went to Bricker Hall in October. ■



Ohio State University President E. Gordon Gee (center) is surrounded by nursing students, from left, back row: Scott Wallace, Kelsey Wincek, Maryanne Tranter, Alexa Welch, Joy Sickles, Marie Brunner, Joshua E. Gossett; front row: Sarah Fortin, Amanda McGaughy, Kristin Bowersox.

ClassNotes



1950s

1952, 1960 MS Barbara Weaver was inducted into the Capital University Professor Hall of Honor and received the Capital University award for Distinguished Service to Nursing. Capital University is a private four-year undergraduate institution and graduate school located in the Columbus, OH.

1960s

1968 Betsy Frank received the Excellence in Teaching award from the National League of Nursing for outstanding achievements and contributions to the advancement of excellence in nursing education. Frank was recognized for her service to students at the Indiana State University College of Nursing. She has been a faculty member since 1994 and has been a fellow in the league's Academy of Nursing Education since 2007.

1970s

1970, 1974 MS Joan Baumgardner retired from the University of Akron College of Nursing. Baumgardner first retired in 1999, and returned to the college as a part-time faculty member in 2000.

1974, 1982 MS Linda Nelson was appointed by Ohio Gov. John Kasich to the North Central State College (NCSC) Board of Trustees. Ms. Nelson was appointed to a two-year term that will conclude in January 2014. NCSC is a public two-year institution located near Mansfield, OH, and currently enrolls 3,500 students. Nelson is currently serving as director of nursing at MedCentral Health System in Mansfield.

1977 MS Colleen Keller was inducted as a Fellow in the American Academy of Nursing. The Academy Fellowship represents the nation's top nurse researchers, policymakers, scholars, executives, educators and practitioners. Keller is the first Foundation Professor in Women's Health at Arizona State University and director of both the Hartford Center of Geriatric Nursing Excellence and the Center for Healthy Outcomes in Aging. She is among the leaders who research geriatric and racial disparities linked to specific health outcomes, such as cardiovascular health, based on evidence obtained in her clinical practice.

1980s

1982 Nancie Bechtel was

appointed the chief nursing officer at Columbus Public Health in Columbus, OH. She also serves as assistant health commissioner. In her new roles at Columbus Public Health, Bechtel will lead the department's nursing functions, help address community health issues, serve as a liaison with healthcare, academic and community partners, and respond to public health threats.

1986, 1984 MS Danette Birkhimer received the 2011 Excellence Award from The Ohio State University Medical Center. Award recipients were recognized for their dedication and commitment to values that improve people's lives.

1990s

1990 PhD Marilyn (Lynn) S. Sommers was named the director of the Center for Global Women's Health at the University of Pennsylvania School of Nursing. The Center for Global Women's Health (CGWH) is an interdisciplinary collection of faculty and students who collaborate on women's health scholarship, education, and clinical practice relevant to global issues. At the center, Sommers studies injury related to sexual assault and risk-taking behaviors

in vulnerable populations at risk for health outcomes disparities.

1995 Kristen Bergmann-Pelshaw received the Nightingale Award for Nursing Excellence in the category of Education and Research. Ms. Bergmann-Pelshaw is currently working as a Clinical Nurse Specialist in the NICU at Beaumont Hospital in Troy, MI.

2000s

2005 Emily McClanahan Funk received a master of science degree in nursing from the Duke University Nurse Anesthesia Program in 2010. She was awarded the Sigma Theta Tau International Honor Society of Nursing Thelma Ingles Excellence in Clinical Expertise & Scholarly Activities Award and the Duke University School of Nursing Dean's Special Recognition Award for Distinguished Professional Service. As a student of nurse anesthesia, Funk served as the American Association of Nurse Anesthetist-elected student representative to the education committee where she published 12 monthly student news articles in the *AANA NewsBulletin*. Currently, she is a CRNA at Duke University Hospital in Durham, NC.

2008 PhD Joanne Lester edited the award-winning Oncology Nursing Society's publication, *Cancer Rehabilitation and Survivorship: Transdisciplinary Approaches to Personalized Care*. The publication received honorable mention in the Nursing and Allied Health Services Category of the American Publishers Awards for Professional and Scholarly Excellence (PROSE Award). Lester, a certified nurse practitioner and clinical assistant professor in The Ohio State

Call for nominations 2012 College of Nursing Alumni Society Awards

Every year, the College of Nursing Alumni Society recognizes outstanding alumni in four categories: Community Service, Distinguished Alumni, Distinguished Recent Alumni and Mildred E. Newton Distinguished Educator.

Please consider nominating an outstanding College of Nursing alumnus for one of these honors. Criteria and the nomination form are available at www.nursing.osu.edu/alumniawards. Nominations are due by July 1, 2012.

University College of Nursing, recently was selected as a co-recipient of the 2012 Oncology Nursing Society (ONS) Excellence in Survivor Advocacy Award. She will receive the award in New Orleans in May 2012.

2011 MS Marie Gudz, board certified as a women's health nurse practitioner, has joined Northern Berkshire OB/GYN at North Adams Regional Hospital in North Adams, MA. Gudz is serving the practice as a certified nurse midwife. ■

—Compiled by Katie Aukerman

Please share your professional accomplishments with your fellow alumni. Send your updates to Katie Aukerman at nursingalumni@osu.edu.

In memoriam

Remembering our classmates, colleagues and friends

Pamela J. Agisim 1988
Harriet S. Altmaier 1947
Carol R. Bieber 1983
Margaret V. Bittner 1938
Janet A. Black 1967
Alma L. Brill 1946
Patrick M. Byrne 1985
Harlene A. Caroline 1970
Norma S. Cortese 1948
Elsie S. Crouch 1944
Helen J. Davis 1949
Mary G. Docter 1950
Miriam M. Dornbier 1964
Mary W. Dunn 1944
Anna F. Elden 1996
Mary O. Essig 1975
Phyllis T. Fosdick 1959
Celia L. Gebhart 1968

Carol F. Gergis 1963
Bonnie M. Glandon 1973
J. Patricia Jackson 1945
Marie Jones 1955
Betty W. Karn 1943
Galia Keny 2010
Lois A. Kinsey 1946
Nancy G. Laux 1947
Lucinda T. Magruder 1968
Molly P. Maloney 1998
Wyrele S. Mays 1975
Mary F. McCandlish 1956
Dianne C. McClave 1975
Patricia H. McGlumphy 1955
Carolyn D. Mooney 1965
Kay C. Myers 1959
Tarita M. Noble 1959
Judy C. Overly 1961

Joyce G. Payton 1964
Melody L. Popovski 1984
Geraldine G. Price
Faith R. Robinson 1957
Indrani S. Rodrigo 1983
Mary B. Rohe 1949
Coleen S. Rohrer 1950
Roberta N. Ross 1957
Amy A. Santo 1999
Barbara S. Shade 1956
Mary Lou M. Shanahan 1953
Elisabeth B. Shearer 1941
James F. Sipp
Ruth E. Smart 1961
Teresa B. Stinson 1976
Ruth S. Stockfish 1957
Marilee L. Ulrich 1958
Rose K. Wetherill 1990

2011 College of Nursing Alumni Society Award winners

Every year, the College of Nursing Alumni Society recognizes outstanding alumni in four categories: Community Service, Distinguished Alumni, Distinguished Recent Alumni and Mildred E. Newton Distinguished Educator. Following are the winners for 2011.

Karen Ahijevych, BSN '70, MS '71, PhD '92, received the *Mildred E. Newton Distinguished Educator Award*. This award is presented by the Alumni Society to a College of Nursing graduate who is a current or former educator or dean. Ahijevych

has been involved in nursing education for nearly 30 years. She is the associate dean of academic affairs in The Ohio State University College of Nursing, and an excellent mentor to students and to faculty. A Fellow in the American Academy of Nursing, she has continued to teach baccalaureate, master's, and doctoral students. Her own scholarship has focused on bio-behavioral aspects of nicotine dependence and factors influencing nicotine metabolism among African Americans and Caucasians. She has published more than 50 manuscripts and has made more than 54 presentations.

Phyllis Kaldor, BSN '76, MS '93, received the *Distinguished Alumni Award* that is presented for outstanding service to the college or for

recognition of exceptional achievement or national/international leadership in one or more areas of nursing. Kaldor retired from The Ohio State University last year after 35 years of distinguished service as an oncology nurse. She was the first director of oncology nursing at the James Cancer Hospital and Solove Research Institute. Kaldor has been a consultant at Roswell Park, City of Hope and a hospital in Australia. She is the recipient of several nursing awards, including the James Nursing Excellence in Leadership Award.

Katherine Kisker, BSN '66, MS '67, received the *Community Service Award* that is presented to a School/College of Nursing graduate who has made a significant contribution to promote the profession of nursing to the general public through volunteer work for a sustained period of time.

Throughout Kitty's career, she has championed student rights, having chaired the university committee on academic misconduct. She has been a tireless worker for the College of

Nursing Alumni Society by serving on its board in a variety of capacities, including several terms as treasurer as well as leading numerous fundraising events. She is heading the alumni scholarship committee efforts with the goal of raising \$1 million by the college's 2014 centennial.

Christopher Tod Brindle, BSN '01, received the *Distinguished Recent Alumnus Award*. This award is presented by the Alumni Society to a College of Nursing graduate who has graduated within the previous ten years and whose accomplishments exemplify outstanding professionalism as a nurse. Brindle began his nursing career at The James Cancer Hospital and Solove Research Institute and is now employed at the Virginia Commonwealth University Medical Center, serving on the wound care team as a certified wound-ostomy-continenence nurse (CWOCN). He is also certified in advanced burn life support. Brindle is completing graduate studies in administration and management at Virginia Commonwealth. He has received the Excellence in Patient Care Award from the James Cancer Center, and Excellence in Patient Education, Leadership, Innovation, and New Knowledge Awards from Virginia Commonwealth University Medical Center.



Faculty Focus



ACTIVE GRANTS (2011-2012)*

Ahijevych, Karen (PI). Correlating taste receptor gene polymorphisms and bitter taste phenotype. Funded by Cancer Control Program Small Pilot, \$7K, 2011.

Ahijevych, Karen (PI). Advanced education nursing traineeship program. Funded by Health Resources & Services Administration, \$61K, 2011-2012.

Ahijevych, Karen (PI), **Graham, Margaret** (co-I). Mechanisms of Bitter Taste Phenotype and Oral Nicotine Replacement Use in Smokers. Funded by NIH/National Institute on Drug Abuse, \$412K, 2009-2012.

Barker, Elizabeth (co-PI), **Von Sadowsky, Victoria** (co-PI). Effectiveness & benefit of two STI prevention delivery methods for military women. Funded by Uniformed Services University of the Health Sciences, \$529K, 2011-2014.

Bauldoff, Gerene (co-PI). Long-term Oxygen Therapy Trial. Funded by NIH/ National Heart, Lung, and Blood Institute, \$1.93M, 2006-2012.

Browning, Kristine (PI). Developing an ePersonal Health Record (PHR) for delivery of tobacco dependence treatment to oncology patients who smoke. Funded by OSU College of Nursing Seed Grant, \$10K, 2012-2013.

Chaudry, Rosemary (PI). Survey of public health nurses' self-reported practice competency. Funded by Association of Community Health Nurse Educators, \$1.3K, 2011-2012.

Chaudry, Rosemary (PI). Food, Fun, & Fitness in Weinland Park. Funded by OSU Area Health Education Center Grant, \$5K, 2011-2012.

Clark, Yvonne (PI—student), **McCarthy, Donna** (faculty sponsor). Antioxidant treatment of muscle wasting and fatigue in tumor bearing mice. Funded by NIH/National Institute of Nursing Research/National Research Service Award, \$53K, 2011-2012.

Dale, Helen (PI—student), **Polivka, Barbara** (faculty sponsor) and socioeconomics on health of African American women. Funded by Sigma Theta Tau International Society of Nursing, \$1.5K, 2011-2012.

Ford, Jodi (PI). The contribution of neighborhood and school disadvantage during adolescence to sexual risk and STI during young adulthood: A multilevel analysis. Funded by Robert Wood Johnson Foundation Nurse Faculty Scholar Program, \$350K, 2010-2013.

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Landers, Timothy (PI). Impact of pet ownership on SA/MRSA colonization in children & families. Funded by NIH/ National Institutes of Child Health and Human Development, \$153K, 2012-2013.

Landers, Timothy (co-PI) A systematic oral care program in post-mechanically ventilated post-intensive care patients. Funded by Medline Industries, Inc., \$31K, 2010-2012.

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McDaniel, Jodi (PI). Profiling lipid mediators of inflammation in microenvironment of chronic venous stasis ulcers. NIH/Center for Clinical and Translational Science (CCTS) Pilot Studies Program Award, \$25K, 2010-2012.

Melnyk, Bernadette (PI). COPE/ Healthy lifestyles for teens: A School-

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Melnyk, Bernadette (PI/project director). KySS Fellowship for NPs in underserved US: Improving child & teen mental health. Funded by the Department of Health and Human Services/Health Resources and Services Administration (HRSA), \$894K, 2008-2012.

Melnyk, Bernadette (co-PI). New integrated interprofessional curriculum model. Funded by the Josiah Macy Foundation, \$299K, 2010-2012.

Melnyk, Bernadette (co-PI with Dean Charles Lockwood from the College of Medicine). Ohio State University MEDTAPP Health Care Access Initiative. Funded by the Medicaid Technical Assistance and Policy Program, \$8.68M, 2012-2013.

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Menon, Usha (co-I). Korean immigrants & mammography—culture specific health intervention. Funded by National Cancer Institute, \$260K, 2007-2011.

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* Award dollars have been rounded to the closest thousand or hundred dollars, depending on total funding amounts

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